ED 363 687   AA 001 243

Resources in Education (RIE). Volume 29, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 363 688   CE 062 722

Scribner, Sylvia; Sachs, Patricia
Knowledge Acquisition at Work. IEE Brief Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.; William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Dec 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Style; *Intentional Learning; Learning Motivation; Learning Processes; Learning Strategies; *Management Information Systems; *Manufacturing; *Observational Learning; *On the Job Training; Postsecondary Education; *Technical Education; Work Environment

An exploratory investigation attempted to determine how learning at work actually takes place and in what ways learning on the job differs from classroom learning. The study was based on extensive observations and interviews over a 5-year period at two manufacturing plants that implemented a computer-based system known as Manufacturing Resource Planning (MRP). (MRP is both a computer system and a theory of manufacturing, designed to integrate information from all aspects of a company's operations to guide employees making production and inventory decisions.) The occupation of planner was selected for the core study since a planner within an MRP environment uses the system in relation to everyday production knowledge. Three knowledge domains were identified: MRP as a theoretical system, practical

ED 363 706 CE 064 911

Bradley, Doug, Ed.

The National Presidents' Invitational Forum on Outreach. Proceedings (La Jolla, California, February 28-March 2, 1993).

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

PUB DATE- 93

NOTE- 218p.; A product of the National Leadership Development Program.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Change Strategies; College Environment; College Planning; *College Role; Community Cooperation; Cultural Differences; Educational Responsibility; Extension Agents; *Extension Education; *Futures (of Society); Global Approach; Government School Relationship; Higher Education; Internship Programs; *Leadership; Leadership Training; Local Government; National Programs; Participative Decision Making; Program Implementation; *School Community Relationship; State Programs; *Universities

IDENTIFIERS- *National Extension Leadership Development Program

These proceedings contain presentations, dialogue/questions and answers, reflective evaluations, and a sampling of model outreach programs from a forum on the process of becoming a New Age leader--a part of the process of transformation. The proceedings are divided into four sections that correspond to the four phases of the transformation process: awareness-analysis, alternatives, decision-transition, and action. The prologue, "On Learning and Transformation" (Apps), describes these phases. Section 1 contains 23 forum presentations that focus on the following topics: crisis and opportunity in higher education (Jordan); universities that matter (Schutjer); the philosophy of the National Extension Leadership Development (NELD) Program (Moore); five concepts in NELD development--reinvention, relationship, commitment, learning organization, and paradox (Apps); expansion of universities' outreach programs (Schreyer); public outreach and public education (Payzant); local government/university relations (Lavine); universities' role in lifelong learning (Kolberg); labor's perspective (Shields); university partnerships with off-campus audiences (Pacheco); health care (Bulger); Area Health Education Centers Program (Hardin); work site health promotion (McCauley); environmental issues and the university (Spikes); university role in natural resources (Whaley); business-university relationship (McClelland); the Clinton administration (McDowell); application of outreach capabilities within universities (Cartwright); what public universities do for the public (Rawlings); barriers to outreach (Fort); reinventing the people's university (Borich); the Kellogg Foundation's role (Brown); and the new land-grant model (McGrath). Section 2 reports on the alternatives phase during which presenters answered questions posed by participants on the general topics of challenge, perspective, competitiveness, health, environment, and commitment. Section 3 presents the reflections and evaluations of NELD interns after they examined themselves, their contexts, their alternatives, and their leadership approaches and began to experience transition. Section 3 shows the action being taken in the form of model programs. These programs are described: NELD; Cornell Youth and Work Program; CES Cooperative Extension System National Center for Diversity; PENNTAP Pennsylvania Technical Assistance Program ; Minnesota Outreach Council; Area Health

ED 363 723 CE 064 949

Washburn, Winifred
Vocational Entry-Skills for Secondary and Adult Students with Learning Disabilities. A Teacher's Guide to Implementing the ITP. Vocational Entry-Skills. Student Workbook. Revised Edition.
PUB DATE- 94
NOTE- 353p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Classroom Techniques; Course Content; Educational Resources; *Education Work Relationship; *Employment Potential; Job Application; *Job Search Methods; *Job Skills; Learning Activities; *Learning Disabilities; Secondary Education; Special Needs Students; Teaching Guides; Teaching Methods; Units of Study; Work Attitudes
IDENTIFIERS- Individualized Transition Plans

This updated and expanded edition of a 1-year course on how to get a job and hold it, aimed at students with learning disabilities and their teachers, includes five teaching units: (1) vocational academics (mathematics, letter writing, telephone techniques); (2) vocational resources (responding to classified advertisements in newspapers, Social Security, and other information); (3) vocational values and attitudes (grooming, getting along with others); (4) vocational preparation unit (my vocational profile, interviews, safety, transportation); and (5) basic job skills (hands-on training in various occupations). Units include the following: objective, materials needed, learning activities, student goals, resources, teaching suggestions, and worksheets. The teacher's manual also includes information on changes in the Individuals with Disabilities Act that mandate that all special needs secondary students have Individualized Transition Plans. Five appendixes contain supplementary forms, a list of student worksheets, a list of suggested videotapes, a lists of supplementary resources, and a list of publishers. A bibliography lists 14 books, 17 articles, and 8 pamphlets. The student workbook includes a list of worksheets, objectives and goals, worksheets for each unit, and sample job search and application forms. (KC)

ED 363 724 CE 064 951

Gutteridge, Thomas G.; And Others
Organizational Career Development: Benchmarks for Building a World-Class Workforce. Jossey-Bass Management Series.
PUB DATE- 93
NOTE- 266p.; Foreword by Stephen K. Merman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Development; Comparative Analysis; *Employer Employee Relationship; Employment Practices; Foreign Countries; *Labor Force Development; National Surveys; *Organizations (Groups); *Personnel Management; *Systems Approach
IDENTIFIERS- Australia; Europe; Singapore; United States

This book, which is intended primarily to assist individuals charged with helping organizations implement career development

ED 363 742 CE 064 981

Learning Differently in Adult Education: Development of a Learning Disabilities Component at Hampden Papers, Inc.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 93
NOTE- 43p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Reading Programs; *Classroom Techniques; *Educational Diagnosis; Instructional Materials; *Learning Disabilities; *Program Development; Student Characteristics; *Student Evaluation
IDENTIFIERS- Massachusetts; *Workplace Literacy

This publication, which is based on the experiences gained in a workplace literacy program for learning-disabled workers at a paper factory in Massachusetts, is designed as a beginners' guide to identifying and addressing issues of learning disabilities in the adult education classroom. Section 1 defines the term "learning disability," lists common identifying characteristics of learning-disabled students, and briefly discusses assessment options (oral interviews and testing). The history of the development of the learning disabilities component of the workplace literacy program at Hampden Papers, Inc., is outlined in Section 2. Discussed in the section on methods and materials are accommodation, phonics instruction, lesson formats and materials, activities extending beyond phonics instruction, and classroom applications. Section 4 profiles four participants in the Hampden Papers workplace literacy program who have learning disabilities. Each profile contains the following: information on the student's school, family/personal, and work background; testing and diagnosis results; and intervention strategies used. Included in Section 5 are a student intake assessment instrument and a list of 26 phonics-based materials, training and background materials, testing instruments and learning styles inventories, testing sites, and resource organizations. (MN)

ED 363 743 CE 064 982

Partnership in Practice: Evaluating Quality in Workplace Education with Planning and Evaluation Teams. Executive Summary of the Report of the Cycle 5 Evaluation of the Massachusetts Workplace Education Initiative.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.; Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Dec 92
NOTE- 17p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Educational Quality; Evaluation Methods; *Labor Force Development; *Literacy Education; Outcomes of Education; Program Effectiveness; *Program Evaluation; *Program Improvement; State Programs
IDENTIFIERS- *Massachusetts; *Workplace Literacy

An evaluation of the fifth cycle of operation of the

ED 363 763 CE 065 047

Osterman, Paul; Iannozzi, Maria
Youth Apprenticeships and School-to-Work Transition: Current Knowledge and Legislative Strategy. EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Apprenticeships; Disadvantaged Youth; *Educational Legislation; Educational Objectives; Educational Policy; *Education Work Relationship; Job Placement; Labor Market; Out of School Youth; Part Time Employment; Policy Formation; Postsecondary Education; Program Design; Public Policy; Research and Development; Student Certification; Student Employment; *Transitional Programs; *Vocational Education; Youth Employment; *Youth Programs

For many youths, the early years in the labor market are characterized not by an absence of jobs but rather by a "churning" process that often delays the benefits of high school educational experiences for several years. Youth apprenticeship programs should be designed to serve as a strategy/vehicle of school reform, function as a labor market program, and create institutional structures that link employers and schools. Among the principles that should be followed in designing youth apprenticeship programs are the following: permit students to change their minds about choices; link work and schooling in a substantive way; encourage schooling beyond high school; avoid tracking, gender discrimination, adult displacement, and highly specific training; and provide high quality work placements rather than just work experience. Special attention must be paid to obtaining placements, developing certification criteria and procedures, and obtaining an adequate research and development base. A youth employment policy should do the following: reflect existing demands for youth labor, facilitate the school-to-work transition, be school based, and provide adequate services to out-of-school and disadvantaged youth. (Contains 16 references.) (MN)

ED 363 764 CE 065 048

Woodley, Alan
Improving Distance Education Universities through Institutional Research: A Consideration of the Roles and Functions of the Institutional Researcher.
PUB DATE- Sep 93
NOTE- 17p.; Paper presented at the Anniversary Conference of UNED (15th, San Jose, Costa Rica, March 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Distance Education; Foreign Countries; Higher Education; *Institutional Research; *Open Universities; *Research Utilization; *Theory Practice Relationship
IDENTIFIERS- *Researcher Role

Several theorists have categorized distance education as an industrial process. Most institutional research can be seen as

ED 363 782 CE 065 095

von Kotze, Astrid
Training Grassroots Educators: Some Provision of Nonformal Adult Education in the Durban Region.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Educators; *Community Programs; Foreign Countries; *Nonformal Education; Peer Teaching; *Program Development; *Rural Areas; *Teacher Education
IDENTIFIERS- *South Africa (Durban)

The Community Adult Education Training Program (CAETP) in the Durban region in South Africa is a nonformal adult education program that was initiated by the Centre for Adult Education at Natal University in recognition of the need to train grassroots educators for the region. Ten women and 10 men are receiving training through the CAETP. Most CAETP participants are in the program to learn to plan, design, and facilitate education. The CAETP project is intended to lay the foundations for a specialized training program to develop community education in areas such as literacy, health, labor, culture, gender politics, and environmental issues. Initially, the learning process and methods of facilitating learning are emphasized. The initial training is then reinforced by ensuing programs that apply the methodological principles to specific subjects (such as health education). CAETP courses are based on participants' identified needs and generally cover the following: the specific dynamics of adult learners in South Africa, basic research methodology and survey procedures, procedures of critical analysis, participatory education methods, planning and organization of educational events, basic communication skills and facilitation of group dynamics, preparation and use of low-cost teaching aids, and evaluation processes and tools. (MN)

ED 363 783 CE 065 096

von Kotze, Astrid
Preaching to the Unconverted--Dialogue vs Doctrine in the Ministry or: You Cannot Put Cucumbers into a Vinegar Barrel and Not Expect Them To Emerge as Pickles.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adoption (Ideas); *Adult Education; *Adult Educators; *Attitude Change; *Change Strategies; *Clergy; Consciousness Raising; Experiential Learning; Foreign Countries; Nonformal Education; Role Models; Student Centered Curriculum
IDENTIFIERS- *South Africa (Durban)

A South African ministry invited the Centre for Adult Education in Durban to conduct a nonformal adult educator training course for its staff. During the 10-session course, the adult educators attempted to persuade the ministry staff that although their approach to education, which was based on acceptance rather than questioning and on a single view rather

ED 363 801 CE 065 132

Wichowski, Chester P.; And Others
An Investigation of Opinions toward Selected Educational Outcomes. Part 1: Educators in Eastern Pennsylvania.
PUB DATE- Nov 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; *Administrator Attitudes; *Course Content; Educational Needs; Educational Planning; *Educational Strategies; Futures (of Society); High Schools; *Outcomes of Education; *Teacher Attitudes; *Vocational Education; Vocational Schools
IDENTIFIERS- Pennsylvania (East)

A study was conducted to determine educators' opinions about what students must know and/or be able to do to graduate from high school and the blend of academic and vocational education courses that should be used for the achievement of the learning outcomes. Using a survey form developed for the project, data were collected from administrators, counselors, and teachers in Area Vocational Technical Schools (AVTSs) in eastern Pennsylvania and from a similar population of educators who send students to the AVTSs. A total of 2,138 educators were surveyed, with 1,089 usable returns. Data were subjected to factor analysis, Mann-Whitney U, and Chi Square tests. Results of the factor analysis yielded 9 factor groupings from the 66 educational outcome statements included on the survey instrument: general academic skills, technical skills, occupational survival skills, job search skills, affective job skills, basic skills, higher order skills, entrepreneurial skills, and "not named." Results of the Mann-Whitney U analysis identified patterns unique to the school setting of the respondents. The degree of emphasis ratings given to vocational or career-related outcome statements by AVTS respondents were higher than the ratings given to the same outcome statements by comprehensive high school respondents, and the degree of emphasis ratings given to the more academic outcome statements were higher for the comprehensive high school educators than the AVTS respondents. Chi square analysis identified most frequently a configuration that emphasized equal vocational and academic involvement. The study recommended that the skills groupings and emphases be used in formulating statements of academic and vocational goals and instructional strategies. (The report includes the following appendixes: quality goals, correspondence, and survey instrument. Contains 17 references.) (KS)

ED 363 802 CE 065 133

An Overview of Skill Standards Systems in Education & Industry. Systems in the U.S. and Abroad. Volume I.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 175p.; For related volumes, see CE 065 134-136.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Federal Government; Government Role; Industry; Job Analysis; *Job Skills; *Labor Force Development; National

ED 363 821 CG 026 004

Sampson, James P., Jr.; Reardon, Robert C.
Computer-Assisted Career Guidance: DISCOVER Bibliography. Revised.
PUB DATE- 21 Sep 93
NOTE- 13p.; Supersedes ED 337 713; for related documents, see CG 026 002-011.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Career Counseling; Career Development; *Career Guidance; *Computer Uses in Education; Higher Education; High Schools; Junior High Schools; Middle Schools; Organizations (Groups); Preretirement Education
IDENTIFIERS- *Computer Assisted Career Guidance; *DISCOVER System

This bibliography, along with other bibliographies developed by the Center for the Study of Technology in Counseling and Career Development, is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems. The ultimate aim of this effort is to improve the availability and quality of career and educational services to children, adolescents, and adults. This bibliography contains references to the following computer-assisted career guidance systems: DISCOVER (Mainframe Version), DISCOVER II, DISCOVER for Micros, DISCOVER for Schools, DISCOVER for Adult Learners, DISCOVER for Organizations, DISCOVER for Colleges and Adults, DISCOVER for High Schools, DISCOVER for Junior High and Middle Schools, and DISCOVER for Retirement Planning. The bibliography is organized into five sections. The Systems section identifies current versions of DISCOVER. The Theoretical and Research Foundations section includes the theory and research that has guided the development of DISCOVER. The Evaluation and Research Reports section includes investigations of the impact of DISCOVER in meeting the needs of various populations. The Program Descriptions section includes reports of the use of DISCOVER within various organizations. The Support Materials section includes print-based and video-based materials for professionals and individual users that are designed to enhance the effectiveness of DISCOVER. Citations are organized alphabetically by author in each section. A total of 131 citations are included. (Author/NB)

ED 363 822 CG 026 005

Sampson, James P., Jr.; Reardon, Robert C.
Computer-Assisted Career Guidance: General Issues Bibliography. Revised.
PUB DATE- 21 Sep 93
NOTE- 21p.; Supersedes ED 337 712; for related documents, see CG 026 002-011.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Counseling; Career Development; *Career Guidance; *Computer Uses in Education
IDENTIFIERS- *Computer Assisted Career Guidance

This bibliography, along with other bibliographies developed by the Center for the Study of Technology in Counseling and Career Development, is intended to assist practitioners, researchers, policy makers, and system developers in identifying and

ED 363 841 CG 026 024

Dickel, C. Timothy; And Others
Creating a Preventive School.
PUB DATE- 28 Jun 92
NOTE- 32p.; Paper presented at the Annual Conference of the American School Counselor Association (Albuquerque, NM, June 27-30, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; *Counselor Role; Elementary Secondary Education; Models; *Prevention; *School Counselors; Self Esteem; Social Support Groups; Stress Variables; Student Problems

This document notes that counselors are increasingly called upon to develop activities intended to prevent rather than remediate. It describes a model by which counselors can systematically develop, implement, and then evaluate a preventive intervention, and it suggests that the most beneficial approach is group planning with the involvement of all school-related persons. Included at each step of the planning model are examples of previously developed plans. The 10-step procedure for the planning of primary prevention interventions presented in this document is based on George Albee's incidence formula in which Albee saw the occurrence of mental illness as related to the six components of organic factors, stress, exploitation, coping skills, self-esteem, and support groups. For each step in the 10-step process, the explicit task of the step is identified and three examples of the step are given. Examples are from interventions for enhancing the mental health of primary students from low-income families, at-risk students attending an inner city high school, and elementary teachers of students at-risk. References are included; additional materials are appended. (NB)

ED 363 842 CG 026 025

Benshoff, James M.
Educational Opportunities, Developmental Challenges: Understanding Nontraditional College Students.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Conference of the Association for Adult Development and Aging (1st, New Orleans, LA, November 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Development; *Adult Students; Age Differences; *Aging (Individuals); College Students; *Educational Opportunities; Higher Education; *Nontraditional Students; Sex Differences; *Student Development

Over the last 20 years, the percentage of older students on college campuses has increased dramatically. Because developmental needs, issues, and stressors for adults differ from those of younger students, the college environment must be reconsidered to respond to adult students. Adult learners tend to be achievement oriented, highly motivated, and relatively

ED 363 861 CS 011 460

Sweet, Anne P.
Transforming Ideas for Teaching and Learning To Read. State of the Art.
PUB DATE- Nov 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Discussion (Teaching Technique); Elementary Education; Literature Reviews; Reader Response; *Reading; Reading Diagnosis; *Reading Instruction; Reading Research; Reading Skills; *Reading Strategies; Reading Writing Relationship; *Student Evaluation; Teacher Behavior
IDENTIFIERS- Paired Reading; Phonemic Awareness

Based on research findings and practical experience, this booklet presents 10 interrelated ideas to transform instruction in reading and heighten literacy learning for all students. The booklet notes that research has led to new understandings about basic cognitive and instructional processes (particularly those involved in reading comprehension). The 10 ideas discussed in the booklet are: (1) children, when reading, construct their own meaning; (2) effective reading instruction can develop engaged readers who are knowledgeable, strategic, motivated, and socially interactive; (3) phonemic awareness is one of the best predictors of later success in reading; (4) modeling is an important form of classroom support for literacy learning; (5) storybook reading, done in the context of sharing experiences, ideas, and opinions, is a highly demanding mental activity for children; (6) responding to literature helps students construct their own meaning which may not always be the same for all readers; (7) children who engage in daily discussions about what they read are more likely to become critical readers and learners; (8) expert readers have strategies that they use to construct meaning before, during, and after reading; (9) children's reading and writing abilities develop together; and (10) the most valuable form of reading assessment reflects current understanding about the reading process and simulates authentic reading tasks. A 12-item list of suggested reading is attached. Contains 56 references. (RS)

ED 363 862 CS 011 461

Smith, Susan Robinson; Rotman, Molly
A Study of Three Impoverished Preschoolers with Advanced Understanding of Literacy.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Family Environment; Family Influence; *High Risk Students; *Literacy; *Low Income; *Preschool Children; Preschool Education; Reading Aloud to Others
IDENTIFIERS- *Emergent Literacy; Project Head Start

ED 363 881 CS 214 102

Bruce, Bertram C.; Rubin, Andee
Electronic Quills: A Situated Evaluation of Using Computers for Writing in Classrooms. Technology in Education Series.
PUB DATE- 93
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Computer Assisted Instruction; Educational Change; Electronic Mail; Elementary Secondary Education; Program Evaluation; *Revision (Written Composition); Word Processing; Writing (Composition); *Writing Instruction; Writing Research
IDENTIFIERS- Alaska; Computer Mediated Communication; *QUILL (Computer Software); Technology Utilization; *Writing Contexts

Considering questions relevant for teachers, students, researchers, and developers of educational innovations, this book centers on the words and experiences of the teachers and students who used QUILL--a system containing both computer-based tools and environments for writing. The first chapter introduces general issues on which the analysis of QUILL is based. The second chapter discusses literacy development in relation to society, culture, learning, and social contexts. The third chapter focuses on QUILL as an innovation, including the software and the activities the software and its support system. The fourth chapter describes classrooms in the Alaskan cities, town, and villages that form the social context of the study. The fifth chapter discusses the complex and important idea of "purpose" in learning and describing alternate realizations of QUILL. The sixth chapter describes how QUILL's approach to fostering revision was realized. The seventh chapter presents the evolution of a community of teachers linked by an electronic communication network. The eighth chapter presents a theoretical framework for studying innovations and change. The ninth chapter discusses what was learned as a result of the evaluation of QUILL. (Contains 164 references.) (RS)

ED 363 882 CS 214 103

Pass, Olivia McNeely
Oral History: A Voice for America.
PUB DATE- Nov 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Content Area Writing; Elementary Secondary Education; Higher Education; Mass Media; *Oral History; Program Descriptions
IDENTIFIERS- Foxfire; Informal Education; Informal Learning

A singular means of blending the history, language arts, and journalism classes is by teaching oral history. By assigning students oral history projects, the teacher helps students place themselves within a living history in the United States. For example, Eliot Wigginton, a public high school English teacher in Rabun Gap, Georgia, whose classes started producing the "Foxfire" magazines in 1966, does not call his philosophy

ED 363 903 CS 508 384

Erwin, Barbara
Does Knowledge of Culture and Instruction Using Thematic Units Affect Listening Comprehension.
PUB DATE- 93
NOTE- 24p.; Inside title: "The Effect of Culturally Related Schemata and Instruction Using Thematic Units on Comprehension."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Communication Research; Cultural Differences; Elementary School Students; Ethnic Status; Foreign Countries; Instructional Effectiveness; *Listening Comprehension; Primary Education; *Thematic Approach
IDENTIFIERS- Scotland; Texas

To help teachers discover effective strategies appropriate for ethnic minority students, a study examined whether readers better understand material related to their own culture, and whether thematic units are an effective method for building culturally related schemata. Within a pre- and posttest design, a class of 25 Scottish pupils and a class of 21 Texan students (ages 8 to 10 years) listened to a same-culture passage and answered a 10-item multiple-choice test. The groups then listened to an other-culture passage and answered a similar test. Students/pupils participated in a one-week other-culture thematic unit and took the other-culture test. T-tests showed no significant difference between same-culture and other-culture pretest scores for the Texan group, but the Scottish group scored significantly higher on the same-culture test than the other-culture test. Repeated measures of analysis of variance supported the effects of instruction with higher posttest that pretest scores for both groups. (Three tables of data are included; 23 references and 5 appendixes of data are attached.) (Author/RS)

ED 363 904 CS 508 385

Pasma, Kristen
Rituals: The Structure of Schooling at a Catholic Elementary School.
PUB DATE- Feb 93
NOTE- 43p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Catholic Schools; Communication Research; *Educational Environment; Elementary Education; Ethnography; Socialization; Teacher Behavior
IDENTIFIERS- Communication Behavior; *Rituals; *School Culture

An ethnographic study examined the practice of rituals as the pervasive form of communication at St. Mary's (a pseudonym) Catholic elementary school. Four specific rituals illustrate this communication process: morning assembly, "Pass the Pen," "Sparkles," and "Yes please/No thank-you." Morning assembly begins each school day, involving the entire student body and faculty. The other three rituals represent typical rituals of the fifth-grade class at St. Mary's. Although each ritual remains unique in its form and content, together the rituals establish a distinct form of communication and contribute to a

ED 363 923 EA 025 375

Uerling, Donald F.
Equal Employment Opportunity for Racial and Ethnic Minorities: Affirmative Action, Reverse Discrimination, and Related Issues.
PUB DATE- Sep 93
NOTE- 11p.; Paper presented at the Annual Conference on Women in Educational Administration (Lincoln, NE, September 19-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; Civil Rights Legislation; Compliance (Legal); *Constitutional Law; Court Litigation; Elementary Secondary Education; Employment Practices; *Equal Opportunities (Jobs); Higher Education; Legal Problems; Personnel Selection; *Racial Balance; Racial Discrimination; *Reverse Discrimination; *School Personnel

This paper discusses some basic constitutional and statutory principles related to affirmative action and reverse discrimination in employment of educational personnel. The specifications of the Equal Protection Clause of the 14th Amendment, Title VII of the Civil Rights Act of 1964, other statutes and regulations, and selected Supreme Court cases are outlined, as well as their implications for employment practices. A conclusion is that remedies for intentional and unintentional discrimination against racial and ethnic minorities may pose problems. Preferential programs may only reinforce common stereotypes, which hold that certain groups are unable to achieve success without special protection based on a factor having no relationship to individual worth. (LMI)

ED 363 924 EA 025 378

Facing the Realities: An Agenda, Process and Leadership for Reinventing Schools and Communities.
PUB DATE- 30 Sep 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Objectives; *Educational Quality; *Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); School Community Relationship
IDENTIFIERS- *Canada

This paper was prepared to assist in the national discussions about Canadian education at the nation, local, and administrative levels. It suggests that school systems need to be more closely matched with the social and economic needs of their communities as they make a fundamental shift into the 21st century. An argument for realism is made throughout the paper--about what schools are doing now, about what they can do in the future, and about the role of other public agencies and public institutions. The guiding principles of elementary-secondary education are identified as opportunity, choice, relevance, accountability, and collaboration. A variety of issues and challenges that face Canadian school systems are identified, which reflect interested constituencies and the social, economic, and political context. Specific challenges to the five functions of education--intellectual development, vocational preparation, socialization, the care and custody of

ED 363 945 EA 025 421

District Performance Reports: A Handbook To Assist Utah School Districts in Preparing District Performance Reports as Required by H.B. 170 Passed by the Utah State Legislature.
PUB DATE- Oct 92
NOTE- 73p.; For the 1991 handbook, see ED 341 154. Prepared by the District Performance Report Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Compliance (Legal); Educational Assessment; Elementary Secondary Education; *Guidelines; *Information Dissemination; *Performance; *School Districts; State Legislation; *State Standards
IDENTIFIERS- *Utah

This handbook is designed to help Utah school districts compile and report pertinent information to their respective publics, in compliance with the provisions of House Bill 170, which requires districts to prepare annual district reports. Following the introduction, suggestions are presented for the content, information sources, and reporting standards. A table lists each of the specific data elements recommended for inclusion in the report, as well as information about where such data can be found and standards for reporting each data element. A model for reporting achievement test trend results is also included. The appendix includes copies of several documents pertinent to creating a district performance report as well as a table that identifies specific agencies and contact persons to whom district staff may direct their inquiries. Criteria for educational indicators and a sample district performance report are also included. (LMI)

ED 363 946 EA 025 423

Anderson, Lorin W., Ed.; Walberg, Herbert J., Ed.
Timepiece: Extending and Enhancing Learning Time.
PUB DATE- 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Extended School Day; *Extended School Year; Flexible Scheduling; Learning Strategies; Productivity; *School Schedules; *Time Factors (Learning); Time Management; Time on Task; *Year Round Schools

This publication offers suggestions for making more productive use of time, a scarce and valued educational resource. The chapter authors, authorities on the use of educational time, write about how to extend and enhance learning time within and outside schools. In "Productive Use of Time," Herbert Walberg describes how learning time can be extended and enhanced by using psychological principles. In "Cycles, Rhythms, and the Meaning of School Time," Michael Connelly and Jean Clandinin suggest that annual cycles of holidays and weekly cycles (such as review and assessment) create rhythms of experience that control the intensity of instruction. Lorin Anderson, in "What

ED 363 966 EA 025 451

Mutchler, Sue E.
Year-Round Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Achievement; Economic Impact; Elementary Secondary Education; Family School Relationship; Flexible Scheduling; Nontraditional Education; *School Schedules; *Year Round Schools

This publication describes the issues pertinent to year-round education (YRE). YRE addresses two key problems: (1) making efficient use of current school facilities; and (2) maximizing student learning outcomes. The various forms for implementing YRE at the local level--pilot schools, schools-within-a-school, plan-within-a-plan, and paired and clustered schools--are highlighted. Proponents argue that YRE results in more efficient use of school facilities, improved student and teacher attendance, fewer student discipline problems, and less stressful teaching conditions. Management problems, however, involve the following areas: coordinating the school schedule with student teacher schedules, coordinating the school schedule with family schedules, scheduling personnel meetings; administrator fatigue, longterm planning for the instructional program; and startup expenditures. Policy makers should also consider YRE's potential impact on school finances, student achievement, and families and communities. (LMI)

ED 363 967 EA 025 452

Mendez-Morse, Sylvia
The Principal's Role in the Instructional Process: Implications for At-Risk Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; At Risk Persons; Elementary School Students; Elementary Secondary Education; *High Risk Students; *Instructional Leadership; *Principals; Secondary School Students; Teacher Administrator Relationship

This paper summarizes research on the instructional role of the principal and its implications for at-risk students, with a focus on principal-teacher interaction. Principals who demonstrate effective instructional leadership and help at-risk students are able to meet students' and teachers' basic/instructional, academic/professional, and affective needs. In schools where at-risk students are achieving success, principals: (1) support teachers' instructional methods; (2) allocate resources and materials; (3) make frequent visits to classrooms for instructional purposes; (4) solicit and provide feedback on instructional methods and techniques; and (5) use data to focus attention on improving the curriculum or instructional approach. (LMI)

ED 363 987 EC 302 555

Thomas, Jan
Children Exposed to Drugs: What Policymakers Can Do. SERVE Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcoholism; Congenital Impairments; Drug Abuse; Early Intervention; Elementary Secondary Education; Government Role; Identification; *Incidence; Intervention; Needs Assessment; Policy Formation; Pregnancy; *Prenatal Influences; Preschool Education; Program Development; *Public Policy; Social Problems; *Substance Abuse; Teacher Role
IDENTIFIERS- *Drug Exposed Children; *Fetal Drug Exposure

This policy brief addresses the current and future impact of substance abuse by pregnant women on their infants and children. It provides data on incidence estimates in 1985, 1989, 1995, and 2000. Findings of studies in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina provide documentation for varying incidence estimates. Common consequences of maternal substance abuse are identified and documented, including low birthweight (and its attendant educational implications) and greater numbers of infants and children in the foster care system. A chart lists 10 key obstacles to serving these children, identified in a recent study. These include inconsistent identification practices and absence of a community wide case tracking system, narrowly defined eligibility criteria for developmental services, and the precarious state of child welfare systems. Principles on which to base policy in this area are suggested, focusing on the importance of family centered interventions, the diversity of the drug exposed population, and the need for greater teacher involvement. Specific suggestions are then given for policymakers at three levels: (1) the national level (e.g., increase investments in prenatal and early childhood health care programs); (2) the state level (e.g., establish demonstration preschool programs; and (3) the local level (e.g., provide families with training in parenting, stress management, and nutrition). (Contains 18 references.) (DB)

ED 363 988 EC 302 556

Stocking, Vicki B.; And Others
Perceptions of Competence of Academically Talented Boys and Girls.
PUB DATE- 28 Feb 92
NOTE- 35p.; Paper presented at the Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (2nd, Lawrence, KS, February 28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Grade 7; Junior High Schools; Junior High School Students; *Self Esteem; *Self Evaluation (Individuals); *Sex Differences; *Student Attitudes; Talent

ED 364 006 EC 302 575

Wehmeyer, Michael
Promoting Self-Determination Using the Life Centered Career Education Curriculum.
PUB DATE- 9 Apr 93
NOTE- 23p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Education; *Curriculum Development; Daily Living Skills; Instructional Materials; Lesson Plans; *Mental Retardation; *Personal Autonomy; Secondary Education; Self Actualization; *Self Determination; Self Efficacy; Self Esteem; Self Evaluation (Individuals); *Student Educational Objectives
IDENTIFIERS- *Life Centered Career Education

This paper examines issues concerning self determination for people with mental retardation and other disabilities, within the context of the Life Centered Career Education (LCCE) curriculum. It looks at various views of self-determination; offers a definition; and relates self-determination to autonomy, self-actualization, and self-regulation. Aspects of the Individuals with Disabilities Education Act dealing with self-determination and transition are considered, as are best practices in promoting self-determination and the educator's role in this process. The paper then addresses the curricular components of self-determination, describing the development of one organization's (The Arc) model of self-determination and a project which resulted in the identification of four LCCE competencies and 17 subcompetencies which focus on developing self-determination skills. The project reviewed relevant LCCE lesson plans, made revisions for greater suitability with secondary students having mild cognitive disabilities, and field tested the materials with this population in a wide range of settings. General guidelines for applying the LCCE curriculum are offered. Finally, the paper addresses training and assessment aspects of applying the LCCE to self-determination instruction. (Contains 26 references.) (DB)

ED 364 007 EC 302 576

Thomason, Jo
The Role of Associations in Formulating and Influencing Public Policy.
PUB DATE- 9 Apr 93
NOTE- 7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; Cooperation; *Disabilities; Educational Change; Elementary Secondary Education; Lobbying; *Organizations (Groups); *Policy Formation; *Public Policy; Trend Analysis
IDENTIFIERS- *Council for Exceptional Children; *Council of Administrators of Special Education

This speech examines the role of associations, such as the

ED 364 026 EC 302 596

Parette, Howard P., Jr.; Van Biervliet, Alan
Assistive Technology and Disabilities...A Guide for Parents and Students. Technology Access for Arkansans (TAARK) Project.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); Child Advocacy; *Disabilities; Educational Media; Elementary Secondary Education; Financial Support; Individualized Education Programs; *Parent School Relationship; School Role; Selection; Student Needs; *Student Rights; *Technology
IDENTIFIERS- *Arkansas

This guide, intended for parents and families in Arkansas who have school-age children with disabilities, shows parents ways to work with schools to assure provision of needed technologies. The guide is divided into five sections, each using a question and answer format. After defining "assistive technology and services," the first section answers questions concerned with technology and the role of the schools, including the importance of the Individualized Education Program in enabling students to obtain needed services. Next, selection of technology is addressed in questions about various personal factors (such as student needs, likes, and family activities) and technological factors (such as dependability, cost, and features). Funding for technology is the subject of the third section which stresses the legal responsibilities of schools as well as assistance available from insurance, private organizations, Medicaid, and TEFRA (Tax Equity and Fiscal Responsibility Act of 1982). Parent and student rights are specifically addressed in the fourth section. The last section considers advocacy for technology. Also provided are additional information on funding alternatives, a list of advocacy contacts, a parent checklist of questions to ask about technology, and a checklist for advocacy activities. (DB)

ED 364 027 EC 302 597

Bailey, Sally Dorothy
Wings To Fly: Bringing Theatre Arts to Students with Special Needs.
PUB DATE- 93
NOTE- 409p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Accessibility (for Disabled); *Creative Dramatics; *Disabilities; *Dramatics; Elementary School Students; Elementary Secondary Education; Learning Activities; Lesson Plans; *Mainstreaming; Mental Retardation; Physical

ED 364 045 EC 302 617

Baker-Shenk, Charlotte
Developing and Evaluating Graduate-Level Curricula for Teachers of American Sign Language and ASL/English Interpreting: Final Grant Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 30 Jun 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Sign Language; *Curriculum Development; *Deaf Interpreting; *Deafness; Graduate Study; Higher Education; *Program Development; Program Termination; *Teacher Education; Videotape Recordings
IDENTIFIERS- *Western Maryland College

This final report describes activities of a 4-year (1987-91) project at Western Maryland College to develop an 11-course graduate curriculum for teachers of American Sign Language (ASL) and teachers of ASL/English Interpreting. The curriculum formed the basis for two graduate programs at Western Maryland College. The project also developed six videotapes. Accessibility of the curriculum in ASL was stressed, as many of the programs' students are deaf. The report describes the project's purpose (stemming from the lack of any other such programs), background and origins, program site selection, program site difficulties (leading to the planned termination of the programs at this site), and project results. Appendix 2, which is the curriculum itself: "A Model Curriculum for Teachers of American Sign Language and Teachers of ASL/English Interpreting," was copyrighted in 1990 and is not included here. (DB)

ED 364 046 EC 302 618

Fuchs, Douglas; Fuchs, Lynn S.
Inclusive Schools Movement and the Radicalization of Special Education Reform.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Disabilities; Educational Change; *Educational Trends; Elementary Secondary Education; *Mainstreaming; Normalization (Handicapped); Opinions; *Regular and Special Education Relationship; School Restructuring; *Severe Disabilities; Social Integration; *Special Education; Trend Analysis

This critical discussion of current trends in special education examines the current inclusive schools movement and compares it to the regular education initiative (REI). After contrasting the two movements' respective advocates, goals, tactics, and understanding of and links to general education, the paper argues that the field's rhetoric has become increasingly strident and its perspective has become increasingly insular and disassociated from general education's concerns. Especially

ED 364 068 FL 021 535

Ching, Teresa Y. C.
Prosodic Aspects of Hearing-Impaired Children: A Qualitative and Quantitative Assessment.
PUB DATE- Aug 89
NOTE- 19p.; For the complete journal, see FL 021 534.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Cantonese; Children; Comparative Analysis; *Evaluation Methods; Foreign Countries; *Hearing Impairments; Language Research; Morphology (Languages); Mothers; Parent Child Relationship; Phonology; Qualitative Research; *Speech Communication; *Speech Handicaps; *Speech Skills; Videotape Recordings

This study discusses the development of a qualitative assessment to profile prosodic skills of Cantonese-speaking children with speech defects, and correlates it with a quantiative assessment of productive skills. The study entails the use of the Visi-pitch to provide objective data for assessment. The aim is to devise a comprehensive description of prosodic skills for purposes of assessment and intervention. Videotape recordings were made of each subject in a sound-treated studio with a one-side viewing window and mounted cameras. Each recording session consisted of a mother-child interaction in a naturalistic conversational environment. The mother of each child was to elicit the child to tell a story using a picture story book, and to talk about what they did over the weekend. The analytic approach involved transcription of the video recording at the morphological and phonological levels. The transcribed units were then divided into tone units. For each subject, the results were summarized on a profile. The recordings were analyzed by two experimenters, and the results were compared. The reliability of the profile description of each subject's performance was also assessed by reviewing other parts of the recording of the same subject. (VWL)

ED 364 069 FL 021 536

Lee, Thomas, Hun-tak
The Role of Linear Order in the Acquisition of Quantifier Scope in Chinese.
PUB DATE- Aug 89
NOTE- 29p.; For the complete journal, see FL 021 534.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Children; Interviews; *Language Acquisition; Language Research; Language Tests; *Linguistic Theory; *Mandarin Chinese; *Nouns; Phrase Structure; Testing; Young Children

Assuming the relevance of the linear precedence to the scope interpretation of adult Mandarin, this study investigated the development of this principle in Mandarin-speaking children, with a view to providing a basis for further study of parametric variation. Three kinds of sentences were examined, all of which contained mutually commanding Quantifier Noun Phrases (QNP) that do not c-command each other. The three sentence types also differed with respect to the possibility of scope ambiguity. The findings reveal that quantifier order is

ED 364 089 FL 021 650

Drouin, Patrick, Ed.; And Others
Actes des 7e Journees de Linguistique (March 1993) (Proceedings of the Linguistics Conference (7th, March 1993).
PUB DATE- 93
NOTE- 172p.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- African Languages; American Indians; Arabic; Berber Languages; Bilingualism; Contrastive Linguistics; Court Litigation; Diachronic Linguistics; Discourse Analysis; English; Ethnicity; Film Criticism; Foreign Countries; French; Fulani; *Grammar; Immigrants; Interpersonal Communication; *Language Patterns; Language Planning; Language Proficiency; Language Usage; *Language Variation; Linguistic Borrowing; Morphology (Languages); Multilingualism; *Phonology; Pidgins; Portuguese; Pragmatics; Punctuation; Regional Dialects; Semantics; Spanish; Translation; *Uncommonly Taught Languages; Vocabulary; Yoruba; Young Children
IDENTIFIERS- Burushaski; Cameroon; Canada; Court Interpreting; French (Acadian); French (Canadian); Spain (Madrid)

Papers from a 1993 conference on linguistics, all in French, include essays on the following: Yoruba morphophonology; literary Arabic morphophonology; grammatical cohesion in Burushaski; phonological and lexical variation in French Canadian dialects, including Acadian; insults in Madrid Spanish; discourse analysis; maintenance of meaning in translation; lexical stratification in specialized language; the nature of language planning; linguistic stereotypes in Berber; semantics of terminology used for American Indians; French usage among Canadian hispanophones; court interpreting; borrowing from French in Peul; language attitudes and proficiency among Latino immigrants to Quebec; the grammar of anaphora; evolution of a Cameroon pidgin; semantic comparison of the concept of beauty in French and English; a New Brunswick study of bilingualism in young children; a study of trilingual (Portuguese/French/English) families in Montreal; a pragmatic analysis of film criticism; the Moroccan vocalic system; evolution of the comma in French grammar; the concept of morphology in the functionalist linguistics of Andre Martinet; language, society, and ethnicity in Cameroon; Italian Swiss participation in a study of French vocabulary; use of the French phrase "en tout cas"; and official recognition of current usage in Quebec French. (MSE)

ED 364 090 FL 021 652

Bien-Aime, Joseph C.
Strategies To Increase the Language Proficiency of Third-Grade Haitian and Hispanic Limited English Proficient Students through a Second Language Program.
PUB DATE- 93
NOTE- 100p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Achievement Gains; Audiovisual Aids; Classroom Techniques; Elementary School Students; *English (Second Language); Field Trips; Grade 3; *Haitians; *Hispanic Americans; Individualized Instruction; Instructional Effectiveness; Instructional Improvement; Instructional

ED 364 109 FL 021 688

Boruszczak, Bohdan
Kramnytsya (Food). Ukrainian as a Second Language. Grade Eight Teaching Unit.
PUB DATE- 82
NOTE- 69p.; For related documents, see FL 021 687-689.
LANGUAGE- English; Ukrainian
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Content; *Cultural Education; Foreign Countries; Grade 8; Grammar; Junior High Schools; Reading Materials; Second Language Instruction; Student Evaluation; *Ukrainian; Uncommonly Taught Languages; Units of Study; *Verbs; Vocabulary
IDENTIFIERS- Alberta; *Ukraine

The eighth grade unit in Ukrainian as a second language, the second in a series, is designed as a teacher's guide for use in Alberta secondary schools. The unit duration is approximately 15-20 lessons. An introductory section outlines the structures and vocabulary used in the unit and contains a dialogue in Ukrainian. A series of exercises follows, focusing on conjugation of verbs, expression of completed action, Expression of Immediate Future, Asking and telling about possession, using the accusative case with a direct object, answering in the negative, asking cost, and expressing a reason in response to a question. Appended materials include reproducible visual aids and an answer key. (MSE)

ED 364 110 FL 021 689

Porochiwnyk, Daria
Chas (Time). Ukrainian as a Second Language. Grade Nine Teaching Unit.
PUB DATE- 82
NOTE- 48p.; For related documents, see FL 021 687-688.
LANGUAGE- English; Ukrainian
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Content; *Cultural Education; Foreign Countries; Grade 9; Reading Materials; Secondary Education; Second Language Instruction; Student Evaluation; *Ukrainian; Uncommonly Taught Languages; *Units of Study
IDENTIFIERS- Alberta; *Ukraine

The ninth grade unit in Ukrainian as a second language, the third in a series, is designed as a teacher's guide for use in Alberta secondary schools. An introductory section outlines the unit's objectives. It is followed by six "concept" sections, each of which charts content and classroom techniques to be used in teaching time-related concepts. The concepts include: months of the year; use of the expression "in the month of..."; days of the week; stating on which day something occurs; time; and alternative expressions of time. For each concept, the chart contains suggestions for initial classroom presentation, reinforcement, and expansion, and provides teacher notes, dialogue, and exercises. Cultural and etymological notes on the months of the year, suggestions for visual aids, a proposed unit timetable, and a list of additional resources are appended. (MSE)

ED 364 129 HE 026 924

Bautista, Edna R.
Baccalaureate Origins of Doctorates from U.S. Catholic Universities and Colleges during the 1960s, 1970s and 1980s.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bachelors Degrees; *Catholic Schools; Church Related Colleges; College Graduates; Comparative Analysis; Degrees (Academic); *Doctoral Degrees; Graduate Study; Higher Education; Research; Single Sex Colleges; Statistical Analysis; Trend Analysis; Undergraduate Study

This paper ranks 155 U.S. Catholic universities and colleges which produced the highest number of students in the 1960s, 1970s, and 1980s who later earned doctorates, and analyzes various trends for these decades. The study first provides trend information followed by a ranking analysis among single-gender Catholic institutions. Among the facts is the finding that, with the exception of Providence College in Rhode Island, all Catholic institutions which ranked in the top 30 institutions for awarding doctoral degrees were founded prior to the turn of this century. The top school for all three decades combined is the Indiana's University of Notre Dame. Other data reveal that: (1) the northern and northeastern regions of the continental United States are where the top 21 Catholic institutions are located; (2) Manhattan College in New York is the only single-gender (all-men) institution appearing in the top 10 rankings of U.S. Catholic institutions producing the most doctoral graduates during the three decades, and (3) all-women institutions all appear below the top 50 rankings. (Contains 13 references.) (GLR)

ED 364 130 HE 026 925

Kerr, Clark
Higher Education Cannot Escape History. Issues for the Twenty-First Century.
PUB DATE- 94
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Conflict of Interest; Conflict Resolution; *Educational Change; Educational Planning; Equal Education; Ethics; *Futures (of Society); *Higher Education; Institutional Mission; Postsecondary Education
IDENTIFIERS- Internationalism; *Twenty First Century

This book outlines possible solutions to the problems facing higher education in the twenty-first century such as: (1) nationalization versus internationalization; (2) merit in academic pursuits versus equality of treatment; (3) the preservation of the past versus improvement of the present or changes in the future; (4) differentiation of functions among higher education institutions versus their homogenization in a world of mass access; and (5) commitment to ethical conduct in the pursuit and dissemination of knowledge versus exploitation of the process for individual gain. The author argues that universalism is making, and will continue to make, advances. In

ED 364 149 HE 026 946

Creighton, John A.; Harwood, Richard C.
College Students Talk Politics.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- Jan 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; Citizenship Responsibility; *College Students; Democratic Values; Higher Education; Political Attitudes; Political Socialization; *Politics; *Student Attitudes

This volume reports on a study undertaken to determine views of college students themselves on civic life and politics and also follows four related studies and action research projects on the relationship between citizens and the political process. The central study was a series of 10 campus discussions in the focus group format, with college students in campuses across the nation. Those groups explored what college students believe it means to be a citizen, how students view politics today, how college students have learned what they know about politics and citizenship, how students would like politics practiced, and what opportunities students have for learning politics at the university. Key findings were that many students have concluded that politics is irrelevant holding a narrow view of politics; that students can imagine a different politics based on people coming together to find ways to talk and act on problems; and that students say they are not learning to practice politics as the political education they receive only reinforces everything they believe is wrong with politics. The volume closes by offering an agenda for changing how students view and participate in politics. An appendix describes the study methodology. (JB)

ED 364 150 HE 026 947

Lewis, Ralph G.; Smith, Douglas H.
Total Quality in Higher Education. Total Quality Series.
PUB DATE- 94
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *College Administration; Educational Assessment; Educational Quality; Educational Strategies; *Higher Education; Management by Objectives; Management Development; Management Systems; Management Teams; Program Evaluation; *Program Implementation; Quality Control; Standards
IDENTIFIERS- ISO 9000; *Total Quality Management

This volume offers a detailed argument for and description of Total Quality Management (TQM) for institutions of higher education. Chapter 1 elaborates on why TQM is good for higher education and includes some warning as to why implementation at colleges and universities may not be easy. Chapter 2 provides an overview of the history of the TQM movement. Chapter 3 production knowledge, and functional production knowledge. The study found the following: (1) daily, everyday work activities are settings for learning; (2) without extensive academic, professional, or even on-the-job training, people can achieve conceptual understanding on the job; (3) how the workplace is set up, not the presence of technology, enhances or inhibits learning; and (4) because people come to their jobs from a large variety of routes, educational planners need to consider providing multiple and alternative educational forms as being as important as trying to design the one best training program. The study concluded that the workplace clearly is a learning environment and that people can learn formal concepts through work, not only in the classroom. (KC)

ED 363 689 CE 064 213

Littlefield, John F.
Characteristics of the Ohio Inmate Intake Population and the Implications for Correctional Education Programming.
PUB DATE- Sep 89
NOTE- 36p.; Paper presented at the International Conference on Prison Education (2nd, Milton Keynes, England, United Kingdom, September 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Correctional Education; Demography; Educational Attainment; *Educational Needs; *Enrollment; *Individual Characteristics; *Prisoners; State Surveys; Student Characteristics
IDENTIFIERS- *Ohio

A study examined the characteristics of a sample of 1,722 inmates (166 females and 1,556 males) received by the Ohio Department of Rehabilitation and Correction in September and October 1985. The sample (approximately 18.9% of all inmates received by the department in 1985) was characterized with respect to the following: race, age, educational level, estimated time to serve, and tested educational level. At the time of their arrest, approximately 32.5% of the inmates were unemployed and over 88% were under 40 (nearly half the females and 62.6% of the males were under age 29). Over 80% of the females and 66.8% of the males had estimated release times of 2 years or less. Over 42% of the females and 60% of the males had not completed high school. Among the study recommendations were the following: emphasis on academic and vocational programs to prepare inmates for the correctional institution-to-community transition; continuation of mandatory adult basic education programs for inmates testing below the 6th grade level; and continuation (and possibly expansion to include computer-assisted instruction) of high school equivalency programs. (Correctional education enrollment data and program grant information are appended.) (MN)

ED 363 690 CE 064 328

PETRA Yearbook 1992-1993.
PUB DATE- Jun 93
NOTE- 95p.; Prepared by the Task Force on Human Resources, Education, Training, and Youth.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Career Guidance; Foreign Countries; Information

Education Centers; and Michigan State Environmental Outreach. The epilogue is "NELD and the Art of White Water Rafting" (Magrath). Forum participants' names and addresses are listed. (YLB)

ED 363 707 CE 064 912

Adrian, Judith, Ed.
NELD Update. 1991-93.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Conferences; Educational Philosophy; *Extension Education; Internship Programs; *Leadership Training; *National Programs; Physical Disabilities; *Program Development; Program Evaluation; *Program Implementation; Seminars; Workshops
IDENTIFIERS- *National Extension Leadership Development Project

These six issues of the National Extension Leadership Development (NELD) newsletter include feature articles, book reviews, profiles of regional and local NELD programs and activities, information on conferences and seminars, and names and addresses of various persons involved in the NELD project (including advisers, interns, and participants in various NELD activities). The following feature articles are included: "Next Age Leadership: The NELD Philosophy" (Jerry Apps); "Next Age Leadership Transformation" (Jerry Apps); "Evaluation of NELD: an Emerging Next Age Approach" (Boyd Rosing); "Teaching and Learning in the NELD Program" (Judy Adrian); "Valuing the Physically Challenged" (Dale R. Mutch); "Fort Berthold Reservation and Missouri River Village Sites, North Dakota" (Peter Bloome). Some issues also include bibliographies, suggested readings, and/or profiles of individuals involved in the NELD project. (MN)

ED 363 708 CE 064 914

Hospitality Services Reference Book.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- May 90
NOTE- 471p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competence; Competency Based Education; Course Content; Entry Workers; *Food Service; *Hospitality Occupations; *Hotels; Housekeepers; *Job Skills; Job Training; Postsecondary Education; Recreational Facilities; Secondary Education; Test Items; Units of Study

This reference book provides information needed by employees in hospitality services occupations. It includes 29 chapters that cover the following topics: the hospitality services industry; professional ethics; organization and management structures; safety practices and emergency procedures; technology; property maintenance and repair; purchasing equipment and supplies; security; marketing, public relations, and special promotions; legal considerations of the hospitality industry; hospitality services guests and customers; needs of guests and customers; techniques for complaint resolution and guest and customer service; front office procedures of hotel systems, examines successful career development practices in U.S. and foreign organizations. Part 1 examines the state of the practice as determined by various surveys, including an American Society for Training and Development (ASTD) survey of 1,000 large U.S. corporations and U.S. government agencies. Chapters on career development in the United States, Europe, Singapore, and Australia focus respectively on rethinking careers in flattened organizations, motivating and retaining scarce talent, recognizing the need for linkage with business strategy, and seeking management support for development efforts. Career development practices in the United States and abroad are compared. Part 2, which covers the state of the art of career development, includes chapters on successful career development systems in 12 companies, practical approaches for achieving career development objectives in 6 organizations, and the reasons why certain career development practices are successful. Challenges and recommendations for the 21st century are discussed. Appended are the ASTD survey and results, the interview questionnaire for the case studies, the Australian and Singapore survey results, and a list of 136 recommended readings in organizational career development. A 47-item reference list is included. (MN)

ED 363 725 CE 064 952

Hoachlander, E. Gareth; Levesque, Karen A.
Improving National Data for Vocational Education: Strengthening a Multiform System.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 194p.; Small print in some tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; *Data Collection; Data Interpretation; Educational Research; *Information Needs; Management Information Systems; *National Surveys; Needs Assessment; Postsecondary Education; *Program Improvement; Questionnaires; Secondary Education; State Programs; *Vocational Education

A series of national meetings with a professional working group were held to discuss data issues, needs, and priorities in order to determine national data needs for vocational education. The study team gathered detailed information on current federal-level data collection efforts relevant to vocational education. Local and state data collection capacity and the extent of uniformity and comparability within and among states in data collection and reporting were assessed in case studies of six states. A comprehensive map of existing national data on vocational education was developed, and recommendations were formulated regarding designing a multiform vocational education data collection system that would maintain the distinction among the following four functions of national program data: (1) describe context and trends; (2) describe program practices; (3) monitor program compliance; and (4) monitor program performance. Other study recommendations included collecting data in the broader context of general education whenever possible, establishing a system for reviewing the vocational content of national surveys and studies, and integrating efforts to refine the existing vocational education data system with other national data-related activities. Appended are the data map, a summary of state management information system practices, and a list of

Massachusetts Workplace Education Initiative had several purposes: (1) to identify the indicators of quality in workplace education; (2) to begin to design an evaluation system for each program; and (3) to assess the indicators of quality for workplace education programs against the national indicators of quality in adult education. Five programs in the state were included in the evaluation, which consisted of onsite, team-based evaluations of indicators of quality. Phases of the evaluation process were as follows: introduction, team meetings, follow-ups to meetings, drafting of an evaluation instrument, review of the evaluation process, and synthesis of results across the programs. Among the quality outcomes desired were improved productivity, improved product quality, a flexible work force, improved communication in English, improved employee involvement, and career growth. Methods of achieving quality outcomes were identified: recruiting participants, fostering self-esteem, interweaving program and organization goals, and identifying barriers to and incentives for employee participation. It was concluded that indicators of quality for workplace education programs should be reviewed with critical attention to the organizational context of these programs and that evaluation should be an ongoing, integrated function. Recommendations were made to implement the results of the study throughout the programs. (Contains 15 references.) (KC)

ED 363 744   CE 064 983

Brown, Jane; Coughlin, Merle
The Attleboro Workplace Education Center.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 93
NOTE- 92p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Labor Force Development; *Literacy Education; Outcomes of Education; Program Effectiveness; *Program Implementation
IDENTIFIERS- *Massachusetts (Attleboro); *Workplace Literacy

The Attleboro (Massachusetts) Workplace Education Program, a partnership of four area companies and Bristol Community College, is intended to provide workers with education that will improve the quality of their lives and their work. Housed in a corporate office building in the Attleboro Industrial Park, the program offers classes in English as a Second Language, adult basic education, and secondary education 4 days per week. Companies recruited their workers through newsletters and posters, and asked them to answer noncommitment questionnaires. After testing of English and math skills, classes were set up, mostly using commercially available materials because of time constraints. Two computers were also installed for student and teacher use. The first year of the project was a qualified success in that the project was begun and attracted some students, many of whom were grateful for and learned from the classes. However, the project also faced many delays, changes, lack of cooperation from some companies, and other frustrating occurrences. A second year of the project was scheduled, with efforts being made to correct problems encountered in the first year. (The bulk of the document consists of the following attachments: example of supervisor questionnaire, noncommitment sign-up sheets, student profile, contributing to this process. This is especially true in the following areas: market research, organization and methods studies, quality control research, the research activities that are components of management information systems, and research and development efforts such as studies of the possible application of new technologies and developmental testing of prototype courses. Notwithstanding this model, institutional research is not a purely technical matter and needs to be understood as a social process of knowledge construction. Complications arise because distance teaching universities have other aims beyond profit maximization. When institutional researchers are full academic members of the university, this can and should profoundly affect their roles as researchers. In such cases, institutional research can serve as a vehicle of self-defense and/or self-criticism. In the existing educational system, institutional often must "respond" to the needs of policymakers. Because the needs of policymakers tend to be short-term and affected by pressing circumstances, institutional researchers have a duty to be aware of wider issues, findings of other research, theoretical developments, and trends in institutional statistics so that they can alert policymakers to developing issues. (MN)

ED 363 765   CE 065 049

Meeting National Targets for Education and Training in Colleges.
PUB DATE- Oct 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *College Programs; Data Collection; *Educational Objectives; Educational Planning; Foreign Countries; *Job Training; *National Programs; Postsecondary Education; Success; *Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

Fourteen British further education (FE) colleges were surveyed to identify issues/problems related to meeting national targets for education and training. Factors facilitating and inhibiting reaching the targets were determined. The colleges expressed concerns about several areas: data collection, congruence of targets, national centers, breadth of the national targets, funding for students, and awareness raising. Cooperation between FE colleges and local Training and Enterprise Councils (TECs) was deemed a priority. Issues relevant to developing partnerships between FE colleges and TECs were identified, and a series of questions for TECs to consider when initiating local action and monitoring progress toward achieving local targets were formulated. Eight of the colleges had adopted the national targets as their college targets, two had adopted local targets, and eight had developed their own targets instead of/in addition to the national targets. Only two colleges felt that the national targets had significantly altered their priorities. Recommended actions related to the following were identified: marketing; services; curriculum, learning, and assessment; working with industry; human resources and quality issues; and resource and administrative issues. (National targets for education and training are appended.) (MN)

ED 363 766   CE 065 050

Standards in Action. Using National Standards for Human Resource Management and Development in Further Education. 1. Laying the than on multiple perspectives, is adequate for teaching the gospel and instilling faith, it is inappropriate and ineffective for teaching life skills, counseling, and facilitating recovery. The adult educators based their training sessions on three educational strategies: the learner-centered approach, role modeling, and experiential learning activities. The participants' responses to the training sessions were very positive; however, the adult educators who conducted the training concluded that although the ministry staff will likely reproduce mechanically the teaching strategies presented during the training sessions, their attitudes toward teaching will probably remain unchanged for three reasons: the ministers' failure to perceive any need to change their attitude toward teaching, the contradictions between the "secular" methodology of the adult educators and the ministers' dogma-based approach, and the lack of sufficient time to teach the experiential learning approach. (MN)

ED 363 784 CE 065 098

Adult Learning and Social Change. National Conference on Alternative and External Degree Programs for Adults (13th, Breckenridge, Colorado, October 7-9, 1993).
PUB DATE- Oct 93
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Persistence; Adult Development; *Adult Education; *Adult Learning; Adult Students; Change Agents; Change Strategies; Citizenship Education; College Programs; Community Services; Cooperative Learning; Disabilities; Educational Change; Educational Objectives; Educational Planning; Educational Practices; Educational Quality; Educational Trends; Futures (of Society); Higher Education; Multicultural Education; *Nontraditional Education; *Organizational Change; Outcomes of Education; Participation; Quality Circles; *Role of Education; Self Evaluation (Individuals); Social Action; *Social Change; Social Differences; Strategic Planning; Teaching Methods
IDENTIFIERS- Paideia

The following papers are included: "Forms of Marginality" (Thompson); "Growing the Circle" (Francis); "The Seamless Continuum" (Prince); "Interlinking American and Adult Values" (Tichy); "A Student's Journey into Multicultural Education" (Moorey); "From Shared Vision to Organizational Change" (Corso); "New Ventures for the Future" (Kennedy, Johnston); "Adult Education and Social Reform" (Ehrlich); "Experiential Learning and Social Change" (Ashbrook, Smith, McGary); "Education for What Kind of Diversity?" (Stewart); "The Quality Cycle" (Handelman); "Participation in Learning and Social Change" (Park, Rusmore); "Paideia" (Levine-Brown, Yarbrough, Abdullah, Miller); "Adult Students, Critical Pedagogy, and Community Service" (Armon); "Assessing Mother Learning" (Pisaneschi); "Mitigating Disciplinary Half-Life by Infusing Continuous Quality Improvement Principles in Adult Higher Education" (Browne, Mondragon, Goodman); "Transforming the Combination of Jobs and Part-Time Study into an Educational Asset for Both Students and Employers" (Baker); "Salvaging the Self-Concept" (Wilbur); "High Brows and Low Brows" (Blanchard, Langenbach); "Evidence of Empowerment" (Adams, Steele); "Adult Students Report What Enabled Them to Complete a Non-traditional Undergraduate Program" (Ganiere, Larkum, Sizemore); "Upper Iowa University" (Fritz); "Successful Stopouts" (Pisaneschi, Surveys; *Program Development; Program Implementation; School Business Relationship; *Standards; Test Construction; *Testing; Vocational Education

This first volume in a four-volume study of industry- and education-driven skill standards in the United States and other countries describes current practice. Chapter I is the executive summary. Chapter II is an overview of historical and current issues that will affect a voluntary network of industry-based skill standards, competencies, and certification systems. Chapter III describes purposes and legal rationale for performing job analysis; alternative techniques; time factors, resources, and skills; and job analysis as typically practiced. Chapter IV lays out issues surrounding assessment as part of a national standards program: legal issues, technical considerations and guidelines for test development, and selected industry practices. Chapter V makes observations on the issue of terminology and common language. Chapter VI describes some key umbrella organizations that accredit accreditors, certify certifiers, or approve testing and assessment instruments. Chapter VII summarizes findings of a survey of state vocational-technical education agencies regarding their involvement in skill standards. Chapter VIII reports findings of a study of the role of national industry and occupation-focused organizations in the skill standards issue. Chapter IX answers six questions to clarify the scope of the roles for the federal government and private sector in the development and implementation of skill standards to improve competitiveness in the global market. The volume contains 71 references and 25 legal citations. (YLB)

ED 363 803 CE 065 134

Border, Barbara
Education Driven Skill Standards Systems in the United States. Volume II.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 232p.; For related volumes, see CE 065 133-136.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Programs; Coordination; Curriculum Development; Educational Research; Elementary Secondary Education; Industry; *Job Skills; *Labor Force Development; National Surveys; *Program Development; Program Implementation; School Business Relationship; *Standards; State Programs; *Statewide Planning; Vocational Education

This second volume in a four-volume study of industry- and education-driven skill standards in the United States and other countries contains information on how the individual states have been involved in the development of skills standards related efforts. Section A presents information regarding how nine states--Arizona, Florida, Georgia, Idaho, Illinois, Kentucky, Ohio, Oklahoma, and Oregon--have approached the challenge of development of a skills based education system. Topics covered in these summaries include historical development, general information, overview of the system and program, management issues and administration, financing, levels of certification, barriers, assessment, instructional approaches, and partnerships. Section B provides an inventory on efforts in 40 states and the District of Columbia to move forward the education/industry collaborative efforts to provide the necessary skills based education. For each state, the address and name of a contact is followed by descriptions of locating sources of information on the design and use of computer-assisted career guidance (CACG) systems. The ultimate aim of this effort is to improve the availability and quality of career and educational services to children, adolescents, and adults. This general issues bibliography contains citations that address a variety of topics including the role of the computer and the counselor in providing counseling and career planning services, the implementation process, research and evaluation issues, and comparative descriptions of two or more systems. In general, documents describing a single system have not been included in this bibliography. Citations are organized alphabetically by author. A total of 266 citations are included. (Author/NB)

ED 363 823 CG 026 006

Sampson, James P., Jr.; Reardon, Robert C.
Computer-Assisted Career Guidance: SIGI PLUS and SIGI Bibliography. Revised.
PUB DATE- 21 Sep 93
NOTE- 17p.; Supersedes ED 337 715; for related documents, see CG 026 002-011.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Counseling; Career Development; *Career Guidance; *Computer Uses in Education
IDENTIFIERS- System of Interactive Guidance and Info Plus; System of Interactive Guidance and Information

This bibliography, along with other bibliographies developed by the Center for the Study of Technology in Counseling and Career Development, is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems. The ultimate aim of this effort is to improve the availability and quality of career and educational services to children, adolescents, and adults. This bibliography contains references to the System of Interactive Guidance and Information (SIGI) computer-assisted career guidance system and the SIGI PLUS system. The bibliography is organized into five sections. The Systems section identifies current versions of SIGI and SIGI PLUS. The Theoretical and Research Foundations section includes the theory and research that has guided the development of SIGI and SIGI PLUS. The Evaluation and Research Reports section includes investigations of the impact of SIGI and SIGI PLUS in meeting the needs of various populations. The Program Descriptions section includes reports of the use of SIGI and SIGI PLUS within various organizations. The Support Materials section includes print-based and video-based materials for professionals and individual users that are designed to enhance the effectiveness of SIGI and SIGI PLUS. Entries are organized alphabetically by author under each category. Contains 184 references. (Author/NB)

ED 363 824 CG 026 007

Sampson, James P., Jr.; And Others
The Impact of DISCOVER for Adult Learners and SIGI PLUS on the Career Decision Making of Adults.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Oct 93
NOTE- 53p.; For related documents, see CG 026 002-011.
LANGUAGE- English

independent with special needs for flexible schedules and instruction appropriate for their developmental level. Adults generally prefer more active approaches to learning and value opportunities to integrate academic learning with their life and work experiences. Financial and family concerns are two major considerations for adult students. Adults may return to college because of changing job requirements, family life transitions, changes in leisure patterns, and self-fulfillment. Nontraditional students need many different kinds of support and assistance from family, friends, and institutions of higher learning. Research suggests that adult men and women may vary in their motivations for returning to school, the pressures and challenges they face as adult students, and the types of student services they desire. A number of studies have identified adult student needs for services which have implications for the student affairs profession. The willingness of institutions to modify existing programs and develop new services geared to adult populations will have a positive impact on their ability to attract, serve, and satisfy the educational needs of adult students. (NB)

ED 363 843 CG 026 026

Benshoff, James M.
Helping Ourselves: Ethical Practice through Peer Supervision.
PUB DATE- 4 Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American College Personnel Association (St. Louis, MO, April 1-4, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling Techniques; *Counselors; *Ethics; Higher Education; Models; *Peer Counseling; *Peer Relationship; Student Development; *Student Personnel Workers; *Supervision

Supervision provides student development professionals with an important forum for examining and discussing ethical issues which arise in practice. However, high-quality counseling supervision may not always be available to practitioners when they need it most. Peer supervision is a method of counseling supervision which can be a viable alternative to traditional methods of supervision. Through peer supervision, student development professionals can work together to share a supervision arrangement with one or two of their colleagues without benefit of an "expert" supervisor. Regular peer supervision sessions can provide participants with important opportunities to obtain critical feedback on their work and to apply ethical standards to the realities of professional practice. This paper discusses the implications of supervision for ethical practice, the function of supervision, and the rationale for peer supervision. Models of peer supervision are presented, including the Triadic Peer Supervision Model and the Structured Peer Supervision Model. Potential benefits of peer supervision to student development professionals are listed. It is concluded that, through peer supervision experiences, student affairs practitioners can assist one another to identify, confront, and resolve ethical issues and conflicts on college and university campuses. (Author/NB)

ED 363 844 CG 026 027

Crossman, Leslie L.
Date Rape and Sexual Aggression in College Males: Incidence and the Involvement of Impulsivity, Anger, Hostility,

A study examined factors that may foster advanced knowledge of literacy among impoverished preschoolers who are generally found to be academically at-risk in learning to read. Six preschoolers enrolled in a Head Start program were identified by teacher recommendation as showing profound interest in written language (looking at books, writing letters, etc.) and most likely, in the teacher's judgment, to be successful in becoming literate. The six children were individually administered a battery of formal and informal measures to assess their overall literacy knowledge. Three of the six demonstrated advanced understanding of written language that placed them in the top quartile among their age mates from low- and middle-class homes. An extensive investigation of the three preschoolers revealed that regardless of a disruptive family environment, activities that promoted literacy development continued. Reading to children was found to be a regular routine in these homes. All three children were frequent writers. Of equal importance, an influential individual (mother, older sibling, or grandmother) was also discovered to directly engage the young learner in activities involved with written language. Regardless of the strategies adopted, the print-related experiences provided by the literacy advocate appear to have contributed substantially to advancing the three impoverished children's literacy development. (Four tables and two figures of data are included; 36 references are attached.) (Author/RS)

ED 363 863 CS 011 462

Curtin, Josephine
The Effectiveness of the Reading Recovery Program on Reading Achievement.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Elementary School Students; Grade 1; *High Risk Students; *Instructional Effectiveness; Primary Education; Program Effectiveness; *Reading Ability; *Reading Achievement; *Reading Improvement; Reading Research
IDENTIFIERS- Chicago Public Schools IL; *Reading Recovery Projects

A study examined the effect of the Reading Recovery program on the reading achievement of first-grade students. Subjects, 60 third-grade students in a Chicago public school with 97% Hispanic and 3% White student population, completed the Iowa Tests of Basic Skills. Test scores for the 30 students who were tutored using Reading Recovery lessons in first grade were compared to the scores of the 30 students who were not tutored. Results indicated that the students tutored in Reading Recovery did not obtain significantly different reading achievement gains compared to those students who received only classroom instruction. Findings affirm the goals of the Reading Recovery program which are to assist the lowest reading achievers in first grade to reach the median of their class and to maintain the rate of gain. (One table of data is included; 19 references are attached.) (RS)

ED 363 864 CS 011 463

Farr, Roger; Tone, Bruce
Portfolio and Performance Assessment: Helping Students Evaluate Their Progress as Readers and Writers.
PUB DATE- 94

"whole language," but it is much the same. The teacher is facilitator, and the students learn by doing. Similarly, librarian Carol Cribbet-Bell created the Carrillo Heritage Center to preserve cultural materials and foster an understanding of the barrio in which her students lived. Roosevelt's New Deal Federal Writers Project is perhaps one of the largest attempts to record and publish the oral history of the masses. Oral history can appear as a local newspaper column on local history or a local radio station's "Voices from the Past." Oral history projects at universities, secondary schools, and in communities tape the stories of as many people as possible for historians of the future. Oral histories exist primarily as anthologies, not in the mass media world of newspapers, magazines, radio, and television. The incorporation of oral history in the mass media would move academic history closer to the social sciences. (Contains 36 references.) (RS)

ED 363 883   CS 214 104

Johannessen, Larry R.
Transforming Hearts and Minds with the Literature of the Vietnam War.
PUB DATE- 4 Dec 93
NOTE- 79p.; Paper presented at the Conference "The United States and Viet Nam: From War to Peace" (Notre Dame, IN, December 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Class Activities; Discussion (Teaching Technique); Higher Education; Homeless People; Literature Appreciation; Popular Culture; *Reading Material Selection; Secondary Education; Student Attitudes; *Student Reaction; *Vietnam War; Writing Assignments
IDENTIFIERS- *Vietnam War Literature

Noting that the literature of the Vietnam War can have a powerful impact on students, this paper discusses why such literature should be taught, what types of literature should be taught, and how teachers might go about teaching some of the literature. The paper begins by presenting numerous student responses to various novels on the Vietnam War, and considers what these responses by high school and college students reveal. The paper then discusses the four main types of young adult literature that have emerged in response to the Vietnam War: the combat narrative, the war at home, novels dealing with the refugee experiences, and works that focus on the legacies of the war. Next, the paper suggests ways to teach this literature, including: a variety of follow-up writing assignments; "opinionnaires" completed by students that serve as the basis for class discussions on attitudes about the Vietnam War and about homelessness; and discussion and writing assignments following the viewing of a documentary film about the war. The paper concludes that teaching the literature of the Vietnam War can encourage student response, show students the value of literature, and help them make connections to literature that will enrich their lives long after they leave the classroom. Thirty-eight references, a 30-item selected and annotated bibliography of literature on the Vietnam War; writing assignments, discussion questions, and opinionnaires on homelessness and on thinking about the Vietnam War are attached. (RS) process of schooling at St. Mary's which can be labeled "School-as-Order/Structure." The rituals both reinforce communication as an orderly sequence of events and structure the way children become socialized into the schooling process. (Author/RS)

ED 363 905 CS 508 387

Collins, Sue; Hearn, Ralene
Burke and Symbolic Action in the Basic Course.
PUB DATE- Feb 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Introductory Courses; *Language Usage; *Persuasive Discourse; *Rhetorical Criticism; Symbolic Language; Teaching Methods; Units of Study
IDENTIFIERS- *Burke (Kenneth); Speech Communication Education

This paper presents three units of study and discusses ways that teachers can incorporate Kenneth Burke's ideas on symbolic action into the basic communication course. The three units discussed in the paper address: meaning in language and symbolic reality; persuasion; and rhetorical criticism. Each unit includes a brief introduction to the topic, possible discussion topics and questions, and student handouts. (RS)

ED 363 906 CS 508 388

Hemmer, Joseph J., Jr.
Hate Speech on Small College Campuses.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Codes of Ethics; College Students; Court Litigation; *Freedom of Speech; Higher Education; National Surveys; School Surveys; *Small Colleges; *Speech Communication; *Student Behavior; Student College Relationship
IDENTIFIERS- *Hate Speech; *Offensive Speech

A study identified and evaluated the approach of small colleges in dealing with hate speech and/or verbal harassment incidents. A questionnaire was sent to the Dean of Students at 200 randomly-selected small (500-2000 students), private, liberal arts colleges and universities. Responses were received from 132 institutions, for a response rate of 66%. Data were placed in appropriate categories, quantified, and evaluated according to standards of constitutionality and effectiveness, as determined by a review of relevant court cases and scholarly literature. Results indicated that a majority of schools have neither a verbal harassment, nor a hate speech policy. Results also indicated that the schools which do have policies employ vague language; the terminology lacks precision in identifying offending behaviors. Findings suggest the following guidelines for developing a hate speech code: (1) uphold students' first amendment rights to voice hate ideas, but, at the same time, regulate unwanted hate epithets; (2) assume that harm children, and the selection and sorting of students--are discussed. Changes under way in several provinces are described. Finally, 10 strategies for administrative action are presented. Six figures are included. (Contains 72 references.) (LMI)

ED 363 925 EA 025 380

Firestone, William A.; Nagle, Brianna
Regulatory Equity and Effectiveness: Issues of Will, Capacity, and Legitimation in New Jersey.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 30 Oct 93
NOTE- 39p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (7th, Houston, TX, October 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Schools; Educational Finance; Elementary Secondary Education; *Equalization Aid; *Evaluation Criteria; Expenditures; Performance; School District Spending; *State Aid; State Legislation; *State School District Relationship; State Standards; Supervisory Methods
IDENTIFIERS- *New Jersey

When New Jersey passed the Quality Education Act to equalize expenditures between rich and poor school districts, it added a level of regulatory oversight to the "special needs districts," the 30 poorest districts in the state. This paper describes that oversight system and the additional paperwork burdens it created for those districts. It also explores the political context that contributed to the new system and the past abuses that it might help to correct. State-level policy development was tracked through document analysis and interviews with officials on the State Board of Education and in the Department of Education. Longitudinal case studies of 12 school districts involved analysis of district records and interviews with the district superintendent, administrative staff members, a union leader, the board president, a city government representative, principals, teachers, and school staff. A conclusion is that where coordination between the new system and the old was successful, the new system was moderately effective in improving the performance of those districts. However, it questions the use of an input criterion--legal status and expected funding increases--rather than a performance criterion such as student learning or avoidance of financial mismanagement for determining which districts should undergo such oversight. (LMI)

ED 363 926 EA 025 382

Goldman, Paul; Conley, David T.
Leading the Learning from Above: Articulating State School Restructuring Legislation to Districts and School Buildings.
PUB DATE- 30 Oct 93
NOTE- 39p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (7th, Houston, TX, October 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Time Tells Us," differentiates among several kinds of educational time to provide insights on classroom management, instructional quality, and student learning. In "Changing the Cosmology of the School Schedule," Fenwick English discusses nonlinear scheduling alternatives. Charles Ballinger argues in "Year-Round Education: It's Time" that it is possible to introduce flexibility into the organization of the school year. Laurence Steinberg shows, in "The Use of Out-of-School Time," that extracurricular activities influence students' learning and classroom engagement. The final chapter summarizes recommendations for extending and enhancing learning time. (LMI)

ED 363 947 EA 025 424

Milstein, Mike M.
An Exploration of the Relationship of School District Restructuring to Educator Plateauing and Resiliency.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Burnout; Elementary School Teachers; Elementary Secondary Education; Job Satisfaction; Morale; Organizational Climate; Professional Development; *School Districts; *School Restructuring; Secondary School Teachers; Teacher Attitudes; *Teacher Burnout; Teacher Participation; *Teacher Persistence

This paper presents findings of a study that examined the effect of school restructuring on teacher "plateauing" and teacher resiliency. "Plateauing" occurs when an individual perceives his or her situation as stagnant and devoid of challenge. Data were gathered through: (1) observations of a school district undergoing restructuring under the leadership of a new superintendent; (2) document analysis; (3) a questionnaire administered to all (184) professional district staff; and (4) interviews with 25 survey respondents--15 who reported low levels of plateauing (LPs) and 10 who reported very high levels of plateauing (HPs). Findings indicate that the most resilient educators were also the least plateaued and the most likely to become involved in restructuring efforts. However, they tended to be more interested in their own classroom-related activities and their own professional development than in schoolwide activities. The most challenging group for school leaders were those who perceived themselves to be "high plateauers" (HPs). They exhibited lower levels of resiliency, expressed negative attitudes toward restructuring, reported that they felt stuck, and were unwilling or unable to take risks. Suggestions to deal with HPs include: educate HPs about plateauing; provide counseling to improve HPs' professional self-esteem; focus HPs' energies on changeable situations; and shift HPs laterally into new roles or environments. (LMI)

ED 363 948 EA 025 425

Wyman, Sarah LaBrec
How To Respond to Your Culturally Diverse Student Population.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 363 968 EA 025 453

Glasser, William
The Quality School: Managing Students without Coercion. Second, Expanded Edition.
PUB DATE- 92
NOTE- 310p.; For an earlier edition, see ED 335 729.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Environment; Educational Principles; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Leadership; *Organizational Theories; *Social Control
IDENTIFIERS- *Control Theory; *Total Quality Management

This book is about managing schools for quality, with a focus on how teachers can manage students more effectively and how administrators can use the same methods to manage teachers. It explains how Deming's ideas can replace the present elitist system in the schools, in which only a few students are involved in high-quality work. Control theory is used to demonstrate that effective teachers manage students without coercion. If educators stop pushing students to increase their scores on assessment tests that mean nothing to them and start teaching in a way that satisfies their needs, discipline problems will disappear and every student will derive satisfaction from doing well in school. The first part contains 11 chapters that describe this process and philosophy, information on grading, building a friendly workplace, and dealing with discipline problems. Part 2 includes a series of bulletins that answer teachers' questions about implementing the book's practices. (LMI)

ED 363 969 EA 025 454

Liontos, Lynn Balster
Shared Decision-Making.
PUB DATE- Oct 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Decision Making; Elementary Secondary Education; *Participative Decision Making; *Program Implementation; *School Based Management; School Community Relationship; Teacher Participation

The purpose of this Bulletin is to clarify the intent of shared decision making (SDM) and explore its benefits, drawbacks, and implementation. It looks at how the principal's role changes in SDM, stresses the need for training, examines conditions that affect successful implementation of SDM, and offers ideas on how schools can concentrate on significant educational issues. Following the introduction, chapter 1 summarizes the advantages and disadvantages of SDM. Chapter 2 describes teachers' and administrators' concerns about SDM that must be addressed, and chapters 3 and 4 discuss aspects of the principal's new role and the need for staff preparation. The fifth chapter offers guidelines for implementation, with a focus on structure and decision making. A model for the gradual evolution of responsibility is described. Nine lessons for avoiding the pitfalls of implementation are highlighted in chapter 6. The final chapter outlines how SDM is working at sites in four

Identification

This investigation examined the perceptions of competence in various domains that academically talented seventh-graders hold in comparison with peers of the same and opposite gender. Subjects included 1,294 participants in the Duke University Talent Identification Program Talent Search. A Likert-type scheme and multifactor repeated measures were used to compare students' perceptions of their competence in 12 areas: (1) English/writing, (2) social studies, (3) foreign languages, (4) art/music, (5) home economics, (6) mathematics, (7) science, (8) computer programming, (9) vocational skills, (10) athletics, (11) leadership, and (12) school in general. Boys and girls rated their abilities favorably in comparison with others of either gender in most areas of comparison. Boys' and girls' perceptions varied in many areas, and in most, girls perceived higher competence than did boys. Both boys and girls perceived their own competence higher in comparison to boys than to girls in most areas. The study did not find the expected case of low perceptions of competence for females in such areas as mathematics and science. (Contains 42 references.) (Author/DB)

ED 363 989 EC 302 557

Brinker, Richard P.; Howell, Mary T.
A Comparison of Alternative Parent Group Formats in Early Intervention.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Coping; Depression (Psychology); *Disabilities; *Early Intervention; Emotional Adjustment; Infants; Mothers; Parent Attitudes; *Parent Education; *Program Effectiveness; *Social Support Groups; Stress Management

This study was designed to examine two contrasting types of parent groups in terms of their differential effects on parents and their disabled infants. The first type of parent support group was focused upon the psychological adaptation of mothers to their disabled child. It was hypothesized that the parent-centered group would directly affect the family by helping the mother cope with stress and in some cases depression, improving parental attitudes toward the child, and demonstrating emotional support from the group leaders and other parents. The second type of parent group was child-centered. This model was educational rather than therapeutic, focusing upon the transfer of information about child development and the impact of children's handicaps upon development, with an emphasis on teaching parents how to meet their child's special needs. Parents of 43 infants were randomly assigned to either parent-centered or child-centered groups for participation in the 10-month intervention program. Results indicated that neither type of parent group had the specific impact the investigators envisaged. The parent-centered group did not reduce stress or depression, lead to more positive attitudes about the child with handicaps, or result in perspectives of greater support from others. The child-centered group did not produce increases in knowledge about child development nor did it increase the child's developmental rate. Topics of discussion by mothers in the two types of parent support groups did not differ, even

Council for Exceptional Children and the Council of Administrators of Special Education, in influencing the development of public policy. Critical functions of such groups are identified and include provision of comprehensive information in the area of interest, provision of analysis of public policy issues (through both journals and meetings), and provision of a mechanism for members to influence public policy. The recent trend of increased collaboration and coalition among related associations in both general and special education is welcomed, though further collaborations (e.g., with the mental health community, early childhood service providers, and adult service providers) are urged. Also noted is the influence that association members can have on the development of regulations after legislation is enacted. Association members are urged to greater involvement to make their voices heard. (DB)

ED 364 008 EC 302 577

Reid, D. Kim; Bunsen, Teresa D.
Pluralizing Research Options in Special Education: A Roundtable Discussion.
PUB DATE- Apr 93
NOTE- 4p.; Summary of a discussion held at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Disabilities; *Educational Research; Elementary Secondary Education; *Exceptional Child Research; Financial Support; Hypothesis Testing; *Qualitative Research; *Research Methodology; Special Education; Statistical Analysis

This brief paper summarizes a roundtable discussion on the relative lack of use by special education researchers of a variety of qualitative and quantitative methodologies. Discussion addressed: (1) the types of knowledge that could be generated by using a wider range of research methods (e.g., structural equation modeling and associated methods can be useful in building theory and generating testable hypotheses); (2) reasons for the limited methods used in special education research (e.g., quantitative research is more likely to be funded); and (3) change strategies (e.g., improve education of potential researchers and advocate to funding agencies for knowledgeable review of qualitative research proposals). A table shows results of an analysis of the frequency of qualitative and quantitative research genre in five journals in the special education field. (DB)

ED 364 009 EC 302 578

Walker, Stephen C.; Bruno, Rachelle M.
Defining Assessment and Diagnostic Competencies for Master Level Special Education Teachers.
PUB DATE- 6 Apr 93
NOTE- 15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

Disabilities; Playwriting; Puppetry; Secondary School Students; Student Development; Teaching Methods; *Theater Arts

This book discusses activities in dramatic arts for students with disabilities in a variety of settings, as well as guidelines for mainstreaming such students into regular theater activities. An introductory chapter describes the program for individuals with disabilities offered by the Bethesda (Maryland) Academy of Performing Arts. Chapter 1 considers the need for the arts by all people and Chapter 2 looks at the arts and disability, with emphasis on the use of the arts to develop listening skills, eye contact, body awareness, physical coordination, facial and verbal expressiveness, focus and concentration, flexibility and problem solving skills, social interaction, and self esteem. The next two chapters offer guidance for working with students having either physical disabilities or cognitive disabilities. Chapter 5 presents basic adaptations for the drama classroom such as use of classroom space, teaching personnel, and behavior management. Further adaptations for creative drama and improvisational acting classes are suggested in the sixth chapter. Next, specific lesson plans and activities are offered, followed by a chapter on the use of puppetry. Chapter 9 considers the development of original scripts and chapter 10 the use of drama as a teaching tool in the classroom. Techniques for mainstreaming are explained in the last chapter. Appendices include: (1) an annotated bibliography of 100 items, (2) a list of national organizations with information on disability and on theater and disability, and (3) a checklist for evaluating building accessibility. (DB)

ED 364 028 EC 302 598

Singer, George H. S., Ed.; Powers, Laurie E., Ed.
Families, Disability, and Empowerment: Active Coping Skills and Strategies for Family Interventions.
PUB DATE- 93
NOTE- 423p.; Foreword by Barbara J. Friesen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Adjustment (to Environment); Community Services; *Disabilities; Emotional Adjustment; Evaluation Methods; *Family Counseling; Family Involvement; *Family Problems; *Family Programs; Family Relationship; Grief; Human Services; Marital Instability; One Parent Family; Parent Attitudes; Program Evaluation; Self Esteem; Siblings; Social Support Groups
IDENTIFIERS- *Empowerment

This book presents strategies for building strong partnerships between service providers and the families of individuals with disabilities. Papers have the following titles and authors: "Contributing to Resilience in Families: An Overview" (George H. S. Singer and Laurie E. Powers); "Parent to Parent Programs: A Unique Form of Mutual Support for Families of Persons with Disabilities" (Betsy Santelli et al.); "The World of Parents of Children with Disabilities" (Lloyd W. Robertson); "Helping Families Adapt Positively to Disability: Overcoming Demoralization through Community Supports" (George H. S. Singer et al.); "Meet My Daughter, Annie" (Nan D. Nelson); "Family-Centered Case Management Practices: Characteristics and Consequences" (Carl J. Dunst et al.); "Disability and Grief: From Tragedy to Challenge" (Laurie E. Powers); "Grieving Is the Pits" (Donna Lea Johnson); "Counseling in the Health Care Relationship: A Natural Source of Support for People with Disabilities and Their Families" (W. Carl Cooley and John B.

noted is the disproportional influence in the inclusive schools movement of those concerned with individuals with severe intellectual disabilities (especially The Association for the Severely Handicapped) and their rejection of the concept of a continuum of placement options. Goals of the inclusionists are seen as focusing on abolishing special education and promoting social competence (in contrast to REI's emphasis on preventing academic failure and emphasizing academic standards and accountability). Special education is blamed by many in the inclusive schools movement as being responsible for general education's failure to accommodate diverse student needs. Believers in full inclusion are urged to put the specific needs of individual children first and to compromise with general education. However, a pessimistic prediction is proffered concerning the current movement's ability to forge a productive alliance with general education. (Contains 120 references.) (Author/DB)

ED 364 047 EC 302 619

Conderman, Gregory J.; Campton, Marcy
Experiencing the Change Process: A Personalized Approach for IEP Writing for Preservice Teacher Training Programs.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the Teacher Education Division of the Council for Exceptional Children Conference "Changing and Affecting Change" (Cincinnati, OH, November 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Goal Orientation; Higher Education; Individual Development; *Individualized Education Programs; Learning Activities; *Preservice Teacher Education; *Simulation; Student Development; *Student Educational Objectives
IDENTIFIERS- University of Nebraska

This paper describes an activity developed at the University of Nebraska to familiarize prospective teachers with the process of developing Individualized Education Programs (IEPs) for students with disabilities. The activity, titled "Experiencing the Change Process: Writing a Personalized IEP," acquaints students with the major IEP components. After students are taught about the requirements of the IEP and apply these to sample case studies, they develop their own IEPs which include a statement of present level of performance, goals, objectives, and methods of measuring each objective. Students periodically monitor, report, or document progress toward their personalized IEP goals and objectives. A pretest and a sample personalized IEP form are attached. (DB)

ED 364 048 EC 302 621

Destrezas de Lectura: Curriculo Basico. Guia para el Maestro (Reading Skills: Basic Curriculum. Teacher's Guide).
PUB DATE- 89
NOTE- 78p.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; *Disabilities; Educational Objectives; Elementary Secondary Education; Functional Reading;

distinguished by Chinese children by age 6, and that the linearity principle for scope interpretation is firmly established by age 7. There is also evidence to suggest that if scope ambiguity is entirely due to the operation of the thematic hierarchy, the latter scope interpretation principle is acquired late. Data on "Ba"-sentences also indicate that construction-specific effects related to definiteness may affect subjects' judgment of quantifier scope. (VWL)

ED 364 070 FL 021 537

Newbrook, Mark
Some Neglected Syntactic Phenomena in Near-Standard English.
PUB DATE- Aug 89
NOTE- 25p.; For the complete journal, see FL 021 534.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Foreign Countries; *Language Usage; *Language Variation; *Standard Spoken Usage; *Syntax; *Urban Language; *Working Class
IDENTIFIERS- *English (British)

The purpose of this paper is to draw attention to a number of syntactic phenomena in modern English, specifically but not exclusively in British English, that can be characterized as urban/suburban near-standard usage. These phenomena are representative of a type of feature that has to date received relatively little attention from linguists. One such group of phenomena consists of features current among lower-middle-class, and, more especially, working-class speakers in towns. These include the non-restrictive use of "that"; the extended present perfective; extended simple past; development of a new aspect/tense/mood-signifying periphrastic form of verbs; and lexical comparatives and related matter. (VWL)

ED 364 071 FL 021 538

Zhou, Yan-ping
The Effect of Explicit Instruction on the Acquisition of English Grammatical Structures by Chinese Learners.
PUB DATE- Aug 89
NOTE- 36p.; For the complete journal, see FL 021 534.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Achievement Tests; Adolescents; *Classroom Environment; Comparative Analysis; *English (Second Language); Foreign Countries; Grade 8; *Grammar; Junior High Schools; Junior High School Students; Language Proficiency; *Second Language Instruction; Second Language Learning; Teacher Role; *Teaching Methods
IDENTIFIERS- China (Shanghai); Middle School Students

This study examined the effect of formal instruction on the acquisition of three grammatical structures (simple past tense, present perfect, and passive construction) by Chinese adolescent learners of English. Comparison focused on the effects of two methods: explicit formal and implicit formal instruction. In the explicit method, students are required to work out and articulate grammatical properties and rules if they can. The teacher provides explanations of the properties and rules with metalanguage within the students' grasp. In the implicit method of instruction, learners are guided to make

Materials; Language Experience Approach; *Language Proficiency; *Limited English Speaking; Peer Teaching; Primary Education; *Second Language Programs; Spanish Speaking; Tape Recordings; Teaching Methods; Television
IDENTIFIERS- Hispanic American Students

This study investigated the effectiveness of a variety of teaching techniques, including both standard English-as-a-Second-Language (ESL) methods and the teacher's own strategies, in improving the English language proficiency of 15 Haitian and 5 Hispanic third-graders. The students were administered oral and written pretests and found to be functioning in English at nonindependent levels. Instruction combined three distinct approaches (scientific, traditional, and direct) and used short stories, individual and group instruction, peer tutoring, flash cards, posters, textbooks with pictures, tape recordings, television viewing, a field trip, limited reading and writing experiences, and language experience charts. The students were instructed for 2 hours a day for 12 weeks. Posttests indicate that all of the students gained significantly in English language proficiency. Other teachers are encouraged to incorporate such techniques as peer tutoring, language experience charts, television, tape recordings, and field trips in both pull-out programs such as this and other ESL, bilingual, or special education classes. Schools are encouraged to offer generalized workshops for teachers in similar methods. (MSE)

ED 364 091 FL 021 653

Reich, Hans H.; Pornbacher, Ulrike
Languages of Immigrants as Modern Foreign Languages.
PUB DATE- Sep 92
NOTE- 14p.; Paper presented at an International Conference on Maintenance and Loss of Minority Languages (Noordwijkerhout, Netherlands, September 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Comparative Education; Educational History; Educational Policy; Educational Strategies; Ethnic Groups; Foreign Countries; *Immigrants; *Language Planning; *Minority Groups; *Public Policy; *Second Language Programs; Uncommonly Taught Languages
IDENTIFIERS- England; France; Germany

Policy and planning concerning the minority languages of immigrants are discussed, focusing on three countries receiving many immigrants: England, France, and Germany. First, similarities and differences in the immigration histories of the three countries, and in their policies concerning education of immigrants, are examined. Then policy implementation in each country is described separately. These descriptions address the evolution of public policy, circumstances of specific immigrant groups and languages, and curriculum design. It is concluded that although in England and France the most important languages of origin are fully integrated into the modern foreign languages curriculum, their structure is not similar to that of traditional foreign language programs, and this integration does not appear to contribute to the prestige of the languages of origin. However, some progress is seen in curriculum and materials development and in-service teacher training in all three countries. Further efforts are seen as necessary for adequate language education. A brief bibliography is included. (MSE)

ED 364 111 FL 021 691

Limited English Proficient Students in Intermediate Schools and in High Schools.A Concern About...
PUB DATE- Jul 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Access to Education; *Bilingual Education; Bilingual Teachers; Change Strategies; Core Curriculum; Counseling Services; Demography; Educational Change; English (Second Language); *High Risk Students; Instructional Materials; Language Maintenance; *Limited English Speaking; Literacy; Literacy Education; National Surveys; Native Language Instruction; Program Length; *Rural Areas; Secondary Education; *Secondary School Students; Second Language Instruction; Teacher Certification; Teacher Education; Teaching Methods; Team Teaching; Trend Analysis

The typical public school classroom is more diverse, linguistically and ethnically, than 20 years ago, with a dramatic increase in the proportion of limited-English-proficient (LEP) students. This pattern is reflected in secondary as well as elementary schools. Research indicates many of these students are at risk of failure or dropping out. A telephone survey of 33 state education agency bilingual education directors revealed a number of areas in which barriers to LEP student progress occur. These include: limited access to the core curriculum because of limited language skills; lack of native language literacy skills; isolation in rural areas; dearth of counselors with appropriate language skills or training in evaluating foreign educational credentials; limited instructional materials at the secondary school level; and outdated English-as-a-Second-Language (ESL) methodology. Practices that hold promise for addressing these problems include: team teaching to improve access to content areas; parent outreach; use of interactive technology to support native language and ESL instruction; and temporary English teaching certificates for teachers who are bilingual and have content knowledge. Additional recommendations include: linking these changes with overall reform initiatives; modifying teacher training; allowing LEP secondary students extra time to attain credits for graduation; and more local responsibility for inservice teacher training. (MSE)

ED 364 112 FL 021 704

Trimino, Andy; Ferguson, Nancy
What Works in Immersion?
PUB DATE- 21 Oct 93
NOTE- 32p.; Paper presented at the Annual Meeting of Advocates for Language Learning (Kansas City, MO, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *Classroom Observation Techniques; *Classroom Techniques; Curriculum Design; Educational Environment; Elementary Secondary Education; French; German; Grade 6; Grade 7; Grade 8; *Immersion Programs; Instructional Effectiveness; Interdisciplinary Approach; Lesson Observation Criteria; Mathematics Instruction; Middle Schools;

addition, the book suggests a "twentieth-century convergence model of higher education" as an appropriate current solution to these conflicts, including the conflict over what is meant by equality and by merit. Further, the book proposes that higher education requires new rules and mechanisms to replace the guild norms and practices with systems of more explicit contracts and more impartial internal academic jurisprudence. Finally, opposing calls for returning to old forms or perpetuating current forms in institutional missions, the book suggests what might be called "pluralistic higher education" with several forms and ever-expanding functions. Contains an index. (Reference notes accompany each chapter.) (GLR)

ED 364 131   HE 026 927

Morra, Linda G.
Higher Education Assistance Foundation (HEAF) 1992 Financial Condition.
PUB DATE- Jun 93
NOTE- 10p.; For a related document, see ED 353 881.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cost Effectiveness; Credit (Finance); Educational Finance; Federal Government; Federal Programs; Higher Education; *Loan Default; Loan Repayment; Paying for College; *Program Costs; *Program Termination; Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Higher Education Assistance Foundation

This letter report by the Director of Education and Employment Issues in the U.S. General Accounting Office responds to a request from Senator Edward M. Kennedy for information on the federal costs involved for liquidation activities of the Higher Education Assistance Foundation (HEAF) in fiscal year (FY) 1992, the second year of the agreement to liquidate this institution. It explains how the federal government's net costs for the HEAF liquidation in FY 92 were $6.9 million and discusses potential costs during the institution's final year, FY 93. The report lists several factors that will increase HEAF's costs in FY 93, factors affecting the government's ability to recover costs, and ways in which the Department of Education's calculations differ from those of the General Accounting Office. It reports that among the factors increasing costs for FY 93 are: (1) $1.1 million in severance payments to HEAF employees; (2) an estimated $4.5 million payment to collection agencies for HEAF-guaranteed loans; (3) a final payment of about $7.8 million to Sallie Mae for managing HEAF during the liquidation; and (4) the establishment of a contingency reserve fund. The department's ability to offset increasing costs are seen to depend on the cumulative federal costs of the HEAF liquidation at year's end, the size and characteristics of the portfolio of loans, and the amount of collection penalties. (GLR)

ED 364 132   HE 026 928

Clark, Karen L.
Benchmarking as a Global Strategy for Improving Instruction in Higher Education.
PUB DATE- 5 Dec 93
NOTE- 12p.; Paper presented at the International Conference on New Concepts in Higher Education (11th, Phoenix, AZ, December 5-9, 1993).
LANGUAGE- English

describes TQM in terms of three characteristics of the "House of Quality": (1) the social, technical, and management systems (the superstructure of the House); (2) serving the customer, continuous improvement, managing with facts, and respect for people (the four pillars of quality); and (3) the four cornerstones of quality. These cornerstones are further explained in the next four chapters on: strategy management (chapter 4), process management (Chapter 5), project and team management (Chapter 6), and individual and task management (Chapter 7). Collectively, these chapters provide the guidelines and strategies for implementing total quality efforts at each of the cornerstone levels. Chapter 8 provides guidelines for the potentially difficult and complicated process of initiating a quality improvement program. The final chapter focuses attention on an emerging development in the field of total quality: ISO 9000, an international minimum standard for how manufacturing companies establish quality control methods. An index and glossary are included. (Author/JB)

ED 364 151 HE 026 948

Graduate Education. Report of the State Council of Higher Education to the Governor and the General Assembly of Virginia.
PUB DATE- Sep 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Access to Education; *Accountability; *Degree Requirements; Graduate Students; *Graduate Study; Higher Education; Long Range Planning; State Universities; Statewide Planning; Student Financial Aid; Student Recruitment
IDENTIFIERS- *Virginia

This report on graduate education, requested by the Virginia General Assembly, was developed by a task force that included graduate students, faculty, and administrators. The task force based its work on a previous report issued by an advisory committee of chief academic officers, a review of recent literature on graduate education, and their own reflections. Three broad principles of rationality, equity, and accountability govern the recommendations. In light of the current fiscal climate the recommendations are divided into those that can be implemented with minimal new investment and those that involve reallocation of resources and/or longer time requirements. The recommendations are grouped in three main areas: (1) attracting good students, (2) financial accessibility, and (3) facilitating student progress through graduate school. The report suggests tasks for departments, provosts, and the state government to attract good students that include adjustments to admission processes, development of articulation agreements, and maintenance of competitive faculty salaries. The report also recommends steps for various groups to increase financial accessibility. These include review of tuition and fees policy, review of need for discretionary-aid appropriations, and giving priority to those that invest in new teaching technologies. Recommendations to various parties for facilitating student progress include welcoming "non-traditional students," clarification and monitoring of student advising, monitoring of time-lines and degree expectations, and other functions. (Contains 13 references.) (JB)

ED 364 152 HE 026 949

Networks; International Cooperation; *International Programs; Job Development; *Job Training; Postsecondary Education; Program Development; Program Effectiveness; Secondary Education; *Vocational Education; *Work Experience Programs; *Youth Programs
IDENTIFIERS- *European Community

This yearbook of PETRA, the European Community's program for providing youths with vocational training and preparing them for adulthood and work, contains 14 articles: "PETRA's Added Value" (Welbers); "Beyond the Fallen Wall" (Hanf); "Project Report: A Flyweight Becomes a Bricklayer"; "PETRA's Southern Tip" (Kourkouta, Chatzipanagiotou); "Placements in 1992" (Poulsen); "PETRA--A Parliamentarian's Viewpoint" (Banotti); "Taking Part in Placements" (Watters); "Project Report: The Rats from Vesterbro"; "The Youth Initiative Projects (YIPs)" (De Wachter); "Youth Initiative Theme Based Partnerships" (Morin); "Project Report: 'Otherwise It Would Be Like Any Other Job'"; "Environmental Issues" (Oliveira); "The Contribution of the PETRA Research Partnerships" (Meijer); and "The Formative Years" (Mercer). Activities summarized include the following: (1) providing persons aged 27 and under with initial vocational training and work experience placements; (2) helping training bodies, enterprises, and trade unions benefit from the European Network of Training Partnerships (ENTP); (3) enabling youths to develop their own YIP training projects and job creation activities; (4) helping member states establish working links between national vocational guidance systems; (5) supporting related dissemination and research activities; (6) enabling participation of approximately 8,760 youths in training/work experiences in another member state in 1992; (7) arranging 10,415 placements for 1993; (8) adding 154 projects to the ENTP in 1992 and 169 in 1993; (9) adding 13 YIPs in 1993; and (10) establishing a community network of national career guidance information centers. Lists of PETRA advisory committee and national coordination unit members and a fact sheet on PETRA components, budget, and outcomes are appended. (MN)

ED 363 691 CE 064 794

A Primer on Improving the Quality of Academic Enrichment in Summer Youth Employment Programs. 1993 Summer Beginnings. Focus: Young People.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 49p.; Journal subtitle: Practical Lessons from Research and Program Experience.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Adolescents; Delivery Systems; Demonstration Programs; *Education Work Relationship; *Employment Potential; Guidelines; *High Risk Students; *Job Skills; Program Development; Secondary Education; *Summer Programs; Teaching Methods; Youth Programs

This primer is intended as a guide for the development and improvement of summer youth programs. The primer focuses on three common forms of summer academic enrichment strategies that combine work and learning: work-based learning strategies, classroom-based enrichment strategies, and summer jobs strategies. It includes information on the following: the key principles involved, the roles of the public schools, the community-based organizations, and employers, key principles guiding partnership development, and other standard components operations;departmental functions in hotel operations; equipment and supplies for housekeeping and laundry; housekeeping and laundry in hotel operations; time and energy management techniques for housekeeping and laundry; sanitation and disinfection techniques for housekeeping and laundry; entering and exiting cleaning areas; linen repair and maintenance; sources and functions of nutrients; nutrient retention; housekeeping procedures and sanitation standards; choice of food service equipment; management principles related to food production and services; quantity food production techniques; food presentation techniques; and food server techniques. Each chapter begins with an essential element and objectives to achieve. Within the text, italicized, bold-faced vocabulary terms are included with definitions or explanations. The content of each chapter is summarized in points to remember and vocabulary terms are repeated in a list of words to know. Technical terms and concepts are indexed, and review questions are provided. Answers to the review questions appear in a separate booklet. (KC)

ED 363 709 CE 064 919

Notgrass, Troy; Snider, Bob
Automotive Technician II for ICT. Instructor's Guide, Curriculum Guide, and Student's Manual.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 469p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Classroom Techniques; Competence; Competency Based Education; Course Content; Curriculum Guides; Disabilities; *Electronics; *Learning Activities; Mainstreaming; Mechanics (Process); Postsecondary Education; Secondary Education; Special Education; *Teaching Methods; Test Items; Units of Study

The instructor's guide and curriculum guide contained in this packet are designed to help teachers provide future automotive technicians with some of the electronic skills they will need to service cars of the future. The instructor's guide is designed to help teachers make certain that each student gets the most benefit possible out of both the student's manual and the learning activities at the training stations. It provides a list of essential elements and guidelines for adapting the material for students with special needs. It also contains answers to exercises and unit test questions, a work sheet to help in coordinating work experiences with the assignments, and unit tests for each unit. The seven units of the student's manual cover the following topics: introduction, safety and tools, basic electricity and electronics, engine electrical systems, body electrical systems, engine electronic control systems, and vehicle control systems. The curriculum guide contains the following: information about the course; an instructional key; lists of essential elements for all trade and industrial courses and essential elements for automotive technicians; an outline of basic skills applications; and assignment titles, objectives, and related essential elements for the units of the course. (KC)

ED 363 710 CE 064 921

Towler, Alan L.; And Others

professional working group meeting participants. (Contains 22 references.) (MN)

ED 363 726 CE 064 953

Hart-Landsberg, Sylvia; And Others
Learning the Ropes: The Social Construction of Work-Based Learning.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Education Work Relationship; Entry Workers; *Hospital Personnel; Interviews; *On the Job Training; Pilot Projects; *Secretaries; Vocational Education; *Work Environment

A study examined how experienced and newly hired hospital unit secretaries at a large private hospital "learned the ropes" of their jobs. Two researchers interviewed and observed a total of 15 unit secretaries to gather information on the secretaries' occupational and educational backgrounds, assigned tasks, and ways of learning their assigned tasks. The experienced secretaries' reflection-in-action on their activity system was compared to that of a novice secretary. For the secretaries, learning the job turned out to be a major part of the job itself, and their learning and doing proved largely concurrent. A large part of the secretaries' "learning the ropes" entailed learning their respective activity systems through a process of reflection-in-action that was largely self-initiated and that involved ongoing interpretation and negotiation of their activity systems. The secretaries perceived themselves as constantly engaged in learning but seldom being taught. The following implications for training designers were drawn: recognize the essential role of assisted learning, create conditions to foster assisted learning, design and implement innovations that structure learning in the workplace, and design and implement innovations that structure occupational learning in schools. (A hospital job description and interview guide are appended, and 68 references are included.) (MN)

ED 363 727 CE 064 954

Gold Seal Vocational Endorsement and Scholarship Program, 1993-94. Information Booklet.
PUB DATE- Oct 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Guidelines; High Schools; *Honors Curriculum; *Program Implementation; *Scholarships; *State Programs; State Standards; *Vocational Education
IDENTIFIERS- *Florida

This revised edition provides information about Florida's Gold Seal Vocational Endorsement and Scholarship program. The booklet includes the following: (1) general program information, including information on eligible vocational program areas, program eligibility requirements, Gold Seal example of a customized reading test, example of a customized mathematics test, example of a student goals sheet, examples of student pre- and posttests, examples of company pretest and posttest reports, a student self-report checklist, an example of a student evaluation, an 11-item bibliography, and a list of 18 resources.) (KC)

ED 363 745 CE 064 984

Bozarjian, Bob; Uvin, Johan
Workplace Education Sample Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 93
NOTE- 35p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Allied Health Occupations; Data Analysis; Data Collection; Employer Employee Relationship; English (Second Language); Evaluation Criteria; *Evaluation Methods; *Literacy Education; *Program Evaluation; *Reports; School Business Relationship; Second Language Instruction; State Programs
IDENTIFIERS- Massachusetts; *Workplace Literacy

This sample evaluation report is part of a series of resources developed for and by workplace education practitioners in business, education, and labor partnerships funded through the Massachusetts Department of Education's Workplace Literacy Program. Data included in the report are based on Project Health, which integrates the experiences from several workplace education programs. Much of the data and background information are adapted from publications produced by the South Cove Manor Nursing Home Workplace Education Program in Boston's Chinatown. Section I describes the program background. Section II outlines the evaluation process, provides the evaluation timeline, describes the process of identifying goals and indicators, and presents the work plan that details the selected goal and corresponding indicators/outcomes, information needed, instrument to get information, and partner. Section III describes data collection, instrument design, and field testing. Section IV presents evaluation results that reflect only a small segment of the opportunities that the Statistical Package for the Social Sciences offers in regard to data analysis. Section IV lists areas for improvement and reflections on the process. Attachments include instruments and flow sheet exercises. (YLB)

ED 363 746 CE 064 985

Nash, Andy
Curriculum Models for Workplace Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Oct 93
NOTE- 12p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Comparative Analysis; *Ethnography;

Foundations.
PUB DATE- 93
NOTE- 64p.; For the other booklets in this series, see CE 065 051-054.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *College Programs; Competence; Foreign Countries; *Labor Force Development; Occupational Information; *Organizational Development; Personnel Evaluation; *Personnel Management; Portfolios (Background Materials); Postsecondary Education; Quality Control; *Staff Development; Standards; Strategic Planning; *Technical Institutes; Vocational Education
IDENTIFIERS- *National Standards; United Kingdom

This booklet is designed to assist British further education college managers responsible for quality assurance, human resources management (HRM), human resources development (HRD), corporate development, strategic planning, staffing/personnel, and curriculum in using national standards for HRM and HRD in further education. A synopsis, users' guide, and introduction begin the guide. The following topics are among those discussed: national standards (their derivation and use as an analytical tool); using national standards for purposes of HRM (uses and abuses of standards and the role of HRM and HRD in strategic planning); setting organizational context (the learning organization, college staff as learners, and use of standards in staff development); common processes and systems (the assessment model, mentor role, documentation and recording systems); portfolios of evidence (format and presentation, portfolio assessment process, evidence quality and sources); and role profiles and job descriptions (analyzing and describing functions, standards-based role portfolios and job descriptions, core competences for staff). Appended are national standards defined by the National Council for Vocational Qualifications and the National Standard for Effective Investment in People. Contains a list of 16 resource organizations and a 55-item bibliography. (MN)

ED 363 767 CE 065 051

Standards in Action. Using National Standards for Human Resource Management and Development in Further Education. 2. Using National Standards in Appraisal.
PUB DATE- 93
NOTE- 24p.; For the other booklets in this series, see CE 065 050-054.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Programs; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Management by Objectives; *Personnel Evaluation; *Personnel Management; Postsecondary Education; Standards; *Technical Institutes; Vocational Education
IDENTIFIERS- *National Standards; United Kingdom

This booklet is designed to assist British further education college managers responsible for appraisal, appraisal

Hawkes); "Cooperative Learning" (Durfee, Fishman, Woodruff); "The Transformative Power of Self Assessment" (Marienau); "Examining the Development of Conceptual Frameworks from Three Perspectives" (Meyer, Meyer); "Supporting the Growing Edge" (Taylor); "Introductory Experiences for Adult Learners" (Gordon, Turner); "Adult Learner as Informed (and Transformed) Practitioner" (Bassett); "Deliberation and Diversity" (McKenzie); "Quality, Quantity, and Surviving under Financial Stress" (Bell, Kearney); "A Comprehensive Outcomes Assessment Program (COAP) for Nontraditional Programs Meets a Traditional Accrediting Body" (Jonas); "Colorado State University--Progress and Change" (Thomas, Pares); and "Strategic and Academic Planning" (Clark, Scarlett). Several papers include substantial bibliographies. (MN)

ED 363 785 CE 065 099

Gordon, Howard R. D.
Houle's Typology: Time for Reconsideration.
PUB DATE- Dec 93
NOTE- 11p.; Paper presented at the American Vocational Education Association Convention (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Students; *Classification; Comparative Analysis; *Predictive Validity; *Social Change; *Student Motivation
IDENTIFIERS- *Boshier (Roger W); *Houle (Cyril O)

According to Houle's 1961 typology, adult learners may be classified as being primarily goal-oriented, activity-oriented, or learning-oriented learners. Since 1961, society has moved from an industrial age to a post-technological era of information and service. In view of the extensive social changes that have occurred since 1961, Houle's typology was reviewed to determine whether it still remains valid in today's social context. In 1983, Boshier and Collins used a "tree" approach to test the veracity of Houle's typology with a large database representing many adults, programs, and instructional settings. They determined that the goal and learning orientations described by Houle were reasonably clear but that activity-orientation is actually much more complex than Houle envisaged and is instead a forced aggregate of social stimulation, social contact, external expectations, and community service items. These findings, coupled with other literature on motivational research, indicate that although Houle's typology was indeed the stepping stone for motivational orientation research, the vast unforeseen changes that have taken place in society since its development demand that the typology's relevance to today's motivational orientations of adult education participants be questioned. (Contains 12 references.) (MN)

ED 363 786 CE 065 100

Lambert, Michael P., Ed.; Welch, Sally R., Ed.
Home Study Course Development Handbook. Third Edition.
PUB DATE- 93
NOTE- 233p.; For an earlier edition, see ED 317 826; for a related student services handbook, see ED 357 259.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

state leadership in occupational skills standards and related processes, assessment and certification processes, financing occupational skills standards and related activities, and usage of occupational skills standards. Appendixes include the following: a step-by-step explanation of how the current Vocational-Technical Education Consortium of States process can be modified for application to the identification and validation of national standards; illustrative examples of skills standards developed in 12 states; and survey instrument. (YLB)

ED 363 804   CE 065 135

Industry Driven Skill Standards Systems in the United States. Volume III.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 162p.; For related volumes, see CE 065 133-136.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Certification; Educational Research; Elementary Secondary Education; Industry; *Job Skills; *Labor Force Development; National Surveys; *Program Development; Program Implementation; School Business Relationship; *Standards; Vocational Education

This third volume in a four-volume study of industry- and education-driven skill standards in the United States and other countries contains information regarding industry driven credentialling and accreditation of programs. Section A includes descriptions of nine organizations involved in one or more components of skill standards/certification. They represent an emerging field with an emerging program; use of American National Standards Institute standards to drive the process and participation in worldwide certifications; certification only with no related educational activities; a program that has been developed to meet the needs of work-site training; organizations that have developed both occupational program certifications and individual certification systems; and two apprenticeship models. Section B is the inventory of organizations that shared information regarding their involvement with credentialling efforts. Programs are categorized into 24 occupational areas. Program information includes organization, address and telephone, contact, context, who is eligible, course of study required/prerequisites, levels of certification, how financed, who manages, standards setting process, occupational analysis, assessment process, maintaining and updating standards, partners, and information use. Section C contains a sample of accreditation organizations involved in the program approval process for specific occupations. Appendixes include summaries of the certification programs by industry and occupation and of occupations by industry category that are often licensed by the states. (YLB)

ED 363 805   CE 065 136

Skill Standards Systems in Selected Countries. Volume IV.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 95p.; For related volumes, see CE 065 133-135.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Certification;

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; *Career Choice; Career Counseling; *Career Guidance; *Decision Making; Higher Education
IDENTIFIERS- Computer Assisted Career Guidance; *DISCOVER for Adult Learners; *System of Interactive Guidance and Info Plus

This study evaluated the effects of DISCOVER for Adult Learners and System of Interactive Guidance and Information (SIGI) PLUS on career decidedness, vocational identity, and perceptions of computer use for 116 adults seeking services at a self-help oriented career center. Adults were randomly assigned to either DISCOVER for Adult Learners (DAL), SIGI PLUS, or a control condition that involved unstructured use of print and audiovisual materials in a university career center. Use of DAL and SIGI PLUS by adults resulted in positive gains in vocational identity. Subjects in the control condition and subjects using DISCOVER experienced a significant increase in career decidedness. Adults perceived both systems as having a positive impact on three dimensions of computer effectiveness: Analysis, Synthesis, and Computer Effect. The conclusion was that computer-based interventions are equivalent to more traditional career interventions. These findings have implications for practice and for further research. (Author)

ED 363 825 CG 026 008

Sampson, James P., Jr.; And Others
A Differential Feature-Cost Analysis of Fifteen Computer-Assisted Career Guidance Systems: Technical Report Number 10. (Fourth Edition).
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Aug 93
NOTE- 79p.; For related documents, see CG 026 002-011.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Career Guidance; *Computer Uses in Education; *Cost Effectiveness; Information Dissemination
IDENTIFIERS- *Computer Assisted Career Guidance

This study examined similarities and differences among 15 computer-assisted career guidance (CACG) systems: (1) the Career Information System; (2) Choices; (3) Choices CT; (4) Choices Jr; (5) MODULAR C-LECT; (6) COIN; (7) COIN Jr; (8) DISCOVER for Colleges and Adults; (9) DISCOVER for High Schools; (10) DISCOVER for Junior High and Middle Schools; (11) Guidance Information System Version 17; (12) Guidance Information System; (13) Kansas Careers; (14) SIGI PLUS; and (15) VISIONS. The feature-cost analysis included features of system content, user friendliness, and support materials and services available from the developer; and costs of system-specific costs and constant costs. Data were gathered from CACG software use, support materials provided by developers, and telephone interviews with developers. Results are provided in tables. Tables 1 through 4 provide data on 12 CACG systems used in high school, college, employment service, vocational-technical school, library, rehabilitation correctional, and military settings. Table 1 includes system content, table 2 includes user friendliness, table 3 includes support materials and services available from the developer, and table 4 includes costs. Tables 5 through 8 provide a similar sequence of data on three CACG systems used in junior high/middle schools. Table 9 identifies state, territory, and city-specific availability of occupational information in the CACG systems. Table 10

Psychopathology, Peer Influence and Pornography Use.
PUB DATE- Jan 94
NOTE- 76p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Anger; College Students; Conceptual Tempo; Higher Education; *Hostility; Incidence; Males; *Peer Influence; *Pornography; *Psychopathology; *Rape; Sexual Abuse; Sexuality
IDENTIFIERS- *Date Rape

This study investigated the relationship between sexual aggression and date rape and the character traits of anger, hostility, impulsivity, psychopathology, peer pressure, and pornography use. Male college students (N=480) completed a questionnaire that consisted of 10 instruments measuring character traits and sexual aggressive behavior. Areas addressed in the questionnaire included background information (age, ethnicity, classification and year in school), sexual experiences, the relationship between the victim and the offender, the likelihood to rape, hostility toward women, anger, impulsivity, psychopathology, validity, and pornography use. The findings revealed that 37% of the male respondents used some type of verbal pressure to obtain sexual intercourse on at least one occasion. The percentage of males who admitted to using force to obtain sexual intercourse was 2.4%, while 1.6% admitted to raping a woman. The results indicated that males who used pornography and experienced more pressure from their peers were disproportionately involved in sexual aggression and date rape. Difficulty with expressing anger was found in males who manipulated circumstances in order to obtain sex. Impulsivity, hostility toward women, and psychopathology were not predictive of sexual aggression. The findings are supportive of previous research linking sexual aggression to pornography use and peer influences. Thus, interventions in these areas may be particularly effective in minimizing the occurrence of these destructive behaviors. (Author/NB)

ED 363 845 CG 026 028

Whisler, Jo Sue; McCombs, Barbara
Middle School Advisement Program.
PUB DATE- May 92
NOTE- 404p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Conflict Resolution; Decision Making; Elementary School Students; Intermediate Grades; Interpersonal Communication; Interpersonal Relationship; Junior High Schools; Junior High School Students; *Middle Schools; Preadolescents; Problem Solving; *School Counseling; *School Guidance; Stress Management; *Student Development; Student Responsibility
IDENTIFIERS- Goal Setting; *McREL Middle School Advisement Program; *Middle School Students

This document presents the McREL Middle School Advisement Program, a program designed to provide middle school students with an environment in which they can adjust to new school responsibilities and grow and develop in positive ways. The program is organized into nine modules. Within modules are

NOTE- 358p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Secondary Education; Language Usage; *Portfolios (Background Materials); Reading Achievement; Self Evaluation (Individuals); *Student Evaluation; Theory Practice Relationship; *Writing Evaluation
IDENTIFIERS- Alternative Assessment; *Authentic Assessment; *Portfolio Approach; Student Centered Assessment; Writing Development

Responding to the increasing demand for the assessment of authentic language use, this book emphasizes that portfolios must first be useful and successful as part of instruction before they can be used effectively for assessment. Portfolios are presented in the book as working (not "show" portfolios) to promote the student's involvement in analyzing portfolio contents. The book aids in developing and training students as self-assessors so that they can monitor for themselves the effectiveness of their use of language. Chapters in the book are: (1) Thinking about It? Why Portfolios?; (2) Getting Started: Decisions, Decisions; (3) Building the Portfolio: What Goes in It?; (4) Using the Portfolio: Student and Teacher Assessment; (5) Portfolio Conferences: The Key to Success!; (6) Pulling It All Together: How to Solve the Assessment Puzzle; (7) Constructing Performance Assessments: Integrating Reading and Writing; and (8) Evaluating Performance Assessment Results: Developing Rubrics and Anchor Papers. Answers to 37 often asked questions about portfolio and performance assessment; an annotated sampling of 107 sources available on language arts portfolio assessment and performance assessment; and blackline masters/models of records, forms, note sheets, letters to parents, and announcements for use by students and teachers assessing with portfolios are attached. (RS)

ED 363 865 CS 011 464

Johnson, Katie
Doing Words: Using the Creative Power of Children's Personal Images To Teach Reading and Writing.
PUB DATE- 87
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Beginning Reading; Elementary School Students; Grade 1; Kindergarten; Kindergarten Children; *Language Experience Approach; Primary Education; *Reading Instruction; Reading Processes; *Word Lists; Word Recognition; *Writing Instruction; Writing Processes
IDENTIFIERS- Childrens Writing; Emergent Literacy; Orthography; Words

Interspersing vignettes and comments, this book describes the "Doing Words" program of teaching reading and writing to kindergarten and first-grade children. The book notes that the system is based on talking with the children each day, and finding what words are the most important to them that day and giving them those words on a card to keep. The book describes the six stages (or "movements") that most children seem to pass comfortably through between the beginning of kindergarten and the end of first grade. Chapters in the book are: (1) Doing Words, or, Reading and Writing from the Inside Out; (2)

ED 363 884 CS 214 105

Simic, Marjorie
Publishing Children's Writing. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audience Awareness; Classroom Environment; Elementary Education; Teacher Role; *Writing for Publication; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Childrens Writing; ERIC Digests; Writing Development

To make writing public, the writer must have an audience. A cooperative and caring environment that invites children to share and respond is the type of supportive environment in which children's reading and writing can flourish. Children who have not published do not write for an audience, but instead write for a critical reader--the teacher. According to several experts, how teachers choose to make student writing public may not be as significant as the attitude instilled in students during the writing. An integral part of the publication stage is sharing, in which children receive feedback on their writing while in the "author's chair" or the "author's circle." In the process of revision, children become responsible for corrections. Ultimately, the goal is for students to be able to express themselves and what they are learning through writing. (RS)

ED 363 885 CS 214 107

Andrews, Susan B., Ed.; Creed, John, Ed.
Chukchi News and Information Service: A Publication Project of the Kotzebue-Based Chukchi College, a Branch Campus of the University of Alaska Fairbanks.
PUB DATE- 93
NOTE- 12p.; Paper presented at the Annual Conference on College Composition and Communication (San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Eskimos; Higher Education; *Journalism; *Journalism Education; Minority Groups; Nontraditional Students; Program Descriptions; Rural Education; *Writing for Publication
IDENTIFIERS- Alaska; *Chukchi News and Information Service AK

This paper explains a college-level journalistic writing project based in Kotzebue, Alaska (called Chukchi News and Information Service) which publishes primarily Eskimo, Indian and Aleut student writing in newspapers and magazines throughout Alaska. The first part of the paper discusses the philosophical underpinnings of developing a publishing project that exists specifically to open the press to minority voices. The second part of the paper provides "Chukchi News and Information Forms," which are forms the co-editors use for their students to explain the project and also obtain student permission to publish their writing. (RS) inherently ensues from hate epithets; (3) respond to the vagueness and overbreadth concerns expressed by justices in federal court decisions; and (4) establish a range of sanctions which give primacy to educational rather than punitive purposes. (Seven figures of data are included.) (RS)

ED 363 907 CS 508 389

Waner, Karen K.; Winter, Janet K.
The Multidimensional Communication Process: A Communication Paradigm for the 21st Century.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Higher Education; Job Satisfaction; Management Systems; Models; Organizational Climate; *Organizational Communication; *Theories
IDENTIFIERS- *Communication Behavior

Effective communication and the human element are receiving increased emphasis during the 1990s. The communication process is a complex, foundational component within organizations, especially where participative management is practiced. Several models have been developed to describe the communication process; however, few models adequately depict the continuous multi-directional communication process and the effect of the participants' environments on the communication that occurs. The proposed Multidimensional Communication Paradigm displays the all-encompassing process. By understanding the many facets of the communication process, students and business workers can develop skills that not only improve communication, but also promote moral values and satisfaction in employees. (A figure illustrating the Multidimensional Communication Paradigm is included. Contains 14 references. (Author/RS)

ED 363 908 CS 508 390

Chen, Guo-Ming; Chung, Jensen
Teaching Speech Communication with a Foreign Accent: A Pilot Study.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Communication Research; *Cultural Differences; *Foreign Nationals; Higher Education; Pilot Projects; Speech Communication; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Communication Behavior; Research Suggestions

A pilot study examined problems encountered by foreign instructors teaching in American colleges. Fourteen Chinese-born instructors teaching in Speech Communication answered a questionnaire containing 12 open-ended questions. Recurring themes were coded from the answers, and then organized into three categories: cultural differences; linguistic level of understanding; and relationship development. Results indicated that: (1) cultural differences was the major difficulty the subjects encountered; (2) deeper meanings of their students' language (including slang, idioms, and jokes) were the

DESCRIPTORS- Educational Change; Elementary Secondary Education; *Policy Formation; Resistance to Change; *School Restructuring; *State Legislation; *State School District Relationship; State Standards; *Teacher Attitudes; Teacher Participation
IDENTIFIERS- *Oregon; *Oregon Education Act for the 21st Century 1991

This paper explores educator reactions to Oregon's House Bill 3565, officially the "Oregon Educational Act for the 21st Century," and describes how and why reactions differ among individuals and schools. The act differs from those enacted by other states in that it mandates changes that are not incremental and focuses on the restructuring of secondary education. The traditional 4-year high school program is divided into two performance-based programs--the Certificate of Initial Mastery (CIM) and the Certificate of Advanced Mastery (CAM). Data for this study were derived from a self-administered questionnaire that was sent to all certified staff at 92 schools in 18 Oregon school districts. A total of 2,257 out of 3,445 surveys were returned, a 66 percent response rate. Findings indicate that school-restructuring legislation can be developed without broad-based teacher participation if it responds to concerns already felt by teachers. School leadership, whether derived from principals or teacher-leaders, plays an important role in how schools respond to change. States that mandate change should be prepared to provide some of the resources, such as funding and professional support, that enable educators to make meaning at the site level and that are compatible with and supportive of school structures and strategies. State policymakers should also allow schools to design their own responses to meet externally imposed performance standards. Finally, educators are much more receptive than expected, but are also realistic. Six tables are included. (LMI)

ED 363 927 EA 025 391

Hughes, Richard L.; And Others
Leadership: Enhancing the Lessons of Experience.
PUB DATE- 93
NOTE- 543p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Elementary Secondary Education; *Leadership; Leadership Qualities; Leadership Styles; *Leadership Training; *Management Development; Organizational Theories; Psychological Characteristics

Written for the general student, this book is designed to serve as an introduction to the subject of leadership, with a focus on psychological studies of leadership behavior. Part 1 addresses different aspects of the view that "leadership is a process, not a position." Chapters examine how leadership develops, how it is measured or assessed, how it is an art as well as a science, and how leadership is related to other concepts such as power and influence. Part 1 also proposes a framework based on the leader, the followers, and the situation, which provides the structure for the rest of the book. Part 2 addresses the leader, part 3 examines the followers, part 4 discusses the situation, and the fifth part

DESCRIPTORS- *Cultural Awareness; Elementary School Students; Elementary Secondary Education; *Ethnic Relations; Instructional Improvement; Intergroup Relations; *Minority Groups; *Multicultural Education; Public Schools; Racial Discrimination; Secondary School Students; *Social Integration; Student Needs; Teacher Supply and Demand

IDENTIFIERS- *Diversity (Student)

This booklet provides information on how schools can respond to their increasingly diverse student populations. Chapters summarize research on the effects of traditional American education practices on minority students and offer practical suggestions for change. Following the introduction, five chapters focus on curriculum, instruction, school policies, staffing, and special encouragement. Each chapter concludes with a list of self-evaluation questions to help educators examine how their school addresses its multicultural student body. (Contains 105 references.) (LMI)

ED 363 949 EA 025 426

Sperry, David J.; Johnson, Bob L., Jr.

The Organization and Control of Public Education in Utah.

PUB DATE- Nov 92

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Improvement; *Educational Legislation; Educational Planning; *Educational Policy; Educational Trends; Elementary Secondary Education; *Governance; *Public Education; Public Schools; School Restructuring; State Action; *State Legislation

IDENTIFIERS- *Utah

This paper examines the public education governance structure in Utah. The role and influence of each of the central state actors in the organization and control of education in Utah--the state legislature, the governor, the State Board of Education, and the State Superintendent of Public Instruction--are discussed in detail. In an effort to reduce its high student-teacher ratio, Utah recently appropriated funds to systematically reduce class size. In the second half of the paper, particular attention is given to the influence of those reforms enacted during the 1992 state legislative session. Chief among these reforms is the passage of the "Utah State Public Education Strategic Plan, 1992-1997." This master plan represents a major effort to improve public education in Utah and appears to be a blueprint for future changes. The rationale, essence, and implications of the plan for Utah's public education system are examined. Two tables and four summary boxes are included. (LMI)

ED 363 950 EA 025 432

Doyle, Richard; And Others

Praises & Nudges: A Case of District-Wide Change.

PUB DATE- Apr 93

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142) different states--the Colorado Independent School District (Texas), University Elementary School (Los Angeles), Dade County (Florida), and North Eugene High School (Eugene, Oregon). Three figures and an appendix containing a partial list of SDM-training programs and resources are included. (LMI)

ED 363 970 EA 025 455

Bryant, Miles
America's Alternative Schools: Prototypes for New Public Schools.
PUB DATE- Oct 93
NOTE- 19p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Innovation; *Educational Opportunities; Elementary Secondary Education; Instructional Innovation; *Nontraditional Education; Open Education; *Public Schools; School Choice

As prototypes for new forms of education, public and private alternative schools have much to offer regular schools in the way of new ideas. This paper provides an overview of alternative schools and the options available. Alternative schools are characterized by a more selected student body, a smaller and less bureaucratic structure, values derived from within the school community, holistic student work, and a recognition of the school-survival issue. The basic educational frameworks within the array of public alternative school options are identified: (1) the traditional approach; (2) the nontraditional and nongraded approach; (3) schools that focus on the development of student abilities; (4) schools that emphasize techniques for delivering education (rather than philosophy); (5) schools with community-based organizing principles; (6) the self-directed, Montessori-like environment; (7) schools that are intentionally structured for particular student groups; and (8) subcontracted arrangements. In conclusion, alternative schools are flexible and able to respond to students' various needs. (LMI)

ED 363 971 EA 025 456

Geltner, Beverley B.
Collaborative Action Research: A Critical Component in the Preparation of Effective Leaders and Learners.
PUB DATE- Oct 93
NOTE- 21p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Administrator Education; *Collegiality; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Leadership Training; *Participatory Research; Theory Practice Relationship
IDENTIFIERS- *Oakland University MI

This paper describes a graduate administrator-preparation program at Oakland University in Rochester, Michigan that is based on collaborative action research. Fifteen graduates from four cohort groups participated in a study of the program. Data were though the group leader directed the discussion to a greater extent in the child-centered educational groups. (JDD)

ED 363 990 EC 302 558

Johnson, Barbara A.
Classroom Integration of Special Education Students: Using Q Methodology To Determine Teacher Attitudes.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Disabilities; Educational Change; Educational Practices; Educational Trends; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Mainstreaming; Opinions; *Q Methodology; Regular and Special Education Relationship; Research Methodology; Secondary School Students; Secondary School Teachers; Special Education Teachers; *Student Placement; *Teacher Attitudes

This study used Q-methodology, which describes subjective opinions through measured techniques, to evaluate the attitudes held by practitioners (19 special educators and 14 regular educators) as a result of the changing focus of special education from pull-out categorical programs to an integration service model. Q-methodology enabled the identification of distinct views of special education and the significant variables characterizing those views. Subjects were administered a Q-sort instrument consisting of 36 statements representing teacher perceptions regarding education models, special education students, and methodologies. Analysis produced three factors or views concerning placement of students with special needs. The "avant-garde" view supports integration of students in special education and the integration of regular and special education resources and personnel. The "old guard" view supports the use of categorical labels and pull-out categorical programs. Finally, the "status quo" advocates generally support mainstreaming but only on a part-time basis with continuing support of a pull-out program. The study concludes that most regular and special education teachers are receptive to and ready for a progressive integration trend. (DB)

ED 363 991 EC 302 559

Catlett, Susan M.; And Others
Newspaper Images and Messages: People with Disabilities.
PUB DATE- Jun 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (117th, Washington, DC, June 1-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Content Analysis; *Disabilities; Logic; *Mass Media; Mass Media Effects; *Newspapers; Public Opinion; Social Attitudes; *Trend Analysis
IDENTIFIERS- Houston Post; Los Angeles Times

DESCRIPTORS- *Competency Based Teacher Education; *Diagnostic Teaching; *Disabilities; Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; *Graduate Study; Higher Education; Knowledge Level; Masters Degrees; Special Education; *Student Evaluation; Teacher Education; Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- *Council for Educational Diagnostic Services

This study identified specific assessment and diagnostic competencies seen as important for masters level special educators. In Phase 1, objectives were gathered from the assessment courses of 61 universities preparing special education teachers. In Phase 2, an initial list of 128 competency statements (71 knowledge statements and 57 skill statements) was developed and organized by the steps of the typical assessment process. In Phase 3, this list was validated by 105 members of the Council for Educational Diagnostic Services. Forty-five knowledge items were rated as very important, with the two highest ratings going to knowledge of basic terminology used in assessment and understanding of assessment guidelines contained in federal law. Forty skill items were rated as very important, with gathering background information and identifying learners' ability to meet the demands of assessment procedures rated the highest. Comparison with ratings for beginning teacher skills found significant differences for both knowledge and skill items. An attached position paper of the Council for Educational Diagnostic Services, based on the findings of this study, lists the eight most critical areas of knowledge and skills for master teachers of any exceptionality. (DB)

ED 364 010 EC 302 579

Shonkoff, Jack P.; And Others
Conceptual Issues in the Development of Vulnerable Infants: Findings from the Early Intervention Collaborative Study.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 27 Mar 93
NOTE- 58p.; Papers presented at the Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Child Rearing; Coping; *Developmental Disabilities; Disabilities; *Downs Syndrome; *Early Intervention; *Family Environment; Family Problems; Infants; Interaction; *Mothers; Parent Child Relationship; Preschool Education; Seizures; Severe Mental Retardation; Stress Variables; Toddlers

These three papers report preliminary findings of an early intervention collaboration study on developmentally vulnerable infants and their families in Massachusetts and New Hampshire. Subjects, 190 infants with Down syndrome, motor impairment, or developmental delays of unknown etiology, were recruited from 29 community-based early intervention programs. Each child was evaluated at home, then again after 1 year of service, and at the time of the child's third birthday. The research design also calls for evaluating the child at 6 weeks after preschool entry, and at age 5. The study focuses on: first, the measured effects of distinct aspects of the early caregiving environment on child competence; second, tendencies toward stability in the

Moeschler); "Reducing Self-Blame and Guilt in Parents of Children with Severe Disabilities" (Charles D. Nixon); "The Self-Esteem Parent Program: Quantitative and Qualitative Evaluation of a Cognitive-Behavioral Intervention" (Bonnie Todis et al.); "Cooperative Family Problem Solving: An Intervention for Single-Parent Families of Children with Disabilities" (Marilyn S. Shank and Ann P. Turnbull); "A New Beginning" (Valerie Bateman); "Help for Troubled Marriages" (Jacqui Lichtenstein); "'I Don't Know Where We're Going': Marital Problems and the Young Family"; "Improving Collaborative Communication between Professionals and Parents" (Barbara Walker and George H. S. Singer); "Short-Term Behavioral Counseling for Families of Persons with Disabilities" (Nancy E. Hawkins et al.); "Providing Support to Sisters and Brothers of Children with Disabilities" (Betsy Gibbs); and "Comprehensive Support to Families of Children with Disabilities and Behavior Problems: Keeping It 'Friendly'" (Joseph M. Lucyshyn and Richard W. Albin). Most papers include references. (DB)

ED 364 029 EC 302 599

Fulton, Louise; Dixon, Virginia
Interviews with Mothers of Former Special Education Students in Japan.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cultural Influences; Elementary School Students; Elementary Secondary Education; Emotional Adjustment; Employment; Foreign Countries; Interviews; Leisure Time; *Life Satisfaction; *Outcomes of Education; *Parent Attitudes; Parent Child Relationship; Qualitative Research; Secondary School Teachers; *Severe Disabilities; *Special Education
IDENTIFIERS- *Japan

This paper reports results of a series of intense post school follow-up interviews conducted during 1989-90 in southern Japan with mothers (and one father) of 12 young adults, who had been labeled severely or profoundly handicapped when in school. The interview process is described in some detail to underscore the importance of accommodating Japanese cultural expectations. Parents responded to specific questions on the California Follow Up Data Form and then were given an opportunity to ask questions or add other comments. Topics covered in the interviews included the former student's current employment status, past schooling experiences, use of free time, general feelings of life satisfaction, and future concerns. The most consistent and overwhelming concerns expressed by the parents were issues of public acceptance of their child's handicap. Most parents spoke with resignation about their child eventually living in one of the large government colonies. (DB)

ED 364 030 EC 302 600

Culture and Chronic Illness: Raising Children with Disabling Conditions in a Culturally Diverse World. Papers presented at an Invitational Conference (Racine, Wisconsin, June 1992).
PUB DATE- May 93
NOTE- 65p.

Inferences; Lesson Plans; Oral Reading; Phonics; Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Skills; Spanish Speaking; *Special Education; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Puerto Rico

As part of the special education curriculum developed by the Puerto Rico Department of Public Instruction, this teacher's guide (in Spanish) presents a basic curriculum for reading skills. The curriculum is designed so that the defined skills will meet the needs of children with disabilities. The form in which teachers and other professionals will use it will vary according to the child's needs and abilities. Lesson plans are provided for skills as they should be developed, beginning with eight objectives for the beginning reader. Reading for comprehension is then addressed, with skills defined for details, central ideas, inference, and understanding sequence. Oral reading skills are identified, and a final consideration is applying reading skills. An objective is proposed for each skill, with various activities to develop the skill. Three appendixes include activities for increasing reading speed, an acknowledgment of contributors to the curriculum, and (Spanish) rhymes useful for teaching phonics. (Contains 6 references.) (SLD)

ED 364 049 EC 302 622

Destrezas de Lenguaje: Curriculo Basico. Guia para el Maestro (Language Skills: Basic Curriculum. Teacher's Guide).
PUB DATE- 89
NOTE- 216p.
LANGUAGE- Spanish
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Communication (Thought Transfer); *Disabilities; Elementary Education; *Expressive Language; Language Acquisition; *Language Arts; *Language Skills; Lesson Plans; Preschool Education; *Receptive Language; Spanish Speaking; Special Education; *Speech Skills; Teaching Guides
IDENTIFIERS- *Puerto Rico

The basic special education curriculum of the Department of Public Instruction of Puerto Rico is designed so that the skills defined can be used to attend to the needs of children with disabilities. This teacher's guide, in Spanish, presents a basic language curriculum to help the child develop the ability to communicate effectively. It includes lesson plans to develop language skills that the teacher will select according to the child's needs and learning level. Skills are defined for children from birth through 6 years in the areas of receptive language (the understanding of spoken lamguage) and expressive language (the production of speech). The chronological ages are suggested only as a way of providing a sequence of skills; students may progress at a very different rate. Appendixes contain some songs, a discussion of the development of speech and language, and some information about speech production. (Contains 8 references.) (SLD)

ED 364 050 EC 302 623

Destrezas Pre-Vocacionales: Curriculo Basico. Guia para el Maestro (Prevocational Skills: Basic Curriculum. Teacher's Guide).
PUB DATE- 89
NOTE- 121p.

generalizations on their own. No explanations are given. Overall results appear to support the conclusion that form-based classroom instruction facilitates second language acquisition, but do not suggest that explicit instruction is always a better means to accelerate acquisition. It is more effective in teaching less complex properties and structures. In respect to the more complex properties, such as the semantic meanings of the present perfect, explicit instruction is effective with simple rules but not so effective with complex ones. Results of the study appear to be in favor of the interface position, but because of the small sample size and limited number (of test items, no conclusion can yet be drawn. (VWL)

ED 364 072 FL 021 539

Ho, Louise, S. W.
An Essay on Toffee Apple and Treacle Tart, Being an Imitation of Cockney Punning for TOEFL and TEASL.
PUB DATE- Aug 89
NOTE- 7p.; For the complete journal, see FL 021 534.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Variation; *Second Language Instruction; Standard Spoken Usage
IDENTIFIERS- Hong Kong

This paper examines the teaching of English as a Second Language (ESL) in different lights and from different angles. Particular attention is focused on the following: (1) language acquisition is an intellectual process; (2) the goal for the second-language learner is mastery; (3) the standard of English in Hong Kong; and (4) "standard" English. (VWL)

ED 364 073 FL 021 580

Brousseau, Martin, Ed.; And Others
Actes des 6e Journees de linguistique (1992) (Proceedings of the Sixth Linguistics Conference, 1992).
PUB DATE- 93
NOTE- 131p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Folk Culture; Foreign Countries; *French; Language Fluency; *Language Patterns; *Language Planning; Language Research; *Language Tests; Linguistic Theory; Machine Translation; Medicine; Phonology; Poetry; Regional Dialects; Second Languages; *Semantics; Syntax; *Translation; Verbal Tests
IDENTIFIERS- Brand Names; Canada; Morocco; Quebec; Referents (Linguistics)

Papers, all in French, presented at a conference on linguistics include: "Machine Translation: Historic Aspects" (Ghada Attieh); "Translation and Conditioning" (Stephanie Bedard); "Semantic or Pre-Semantic Structures? From Perception to Causation" (Denise Belanger); "Presentation of Poetry Sung in Maroc" (Samira Belyazid); "There Is 'la' and 'la'--A Prosodic Study of the Discourse Particle 'la' in Quebec French" (Monique Demers); "The Oral Introspective Protocol in Reading: Testing and Refinements" (Linda de Serres); "Language Planning in Morocco" (Malika Ech-Chadli); "Semantic-pragmatic Description of the Connectors 'Car- Parce Que- Puisque'" (Odette Gagnon);

ED 364 092 FL 021 658

Grossman, Herbert
The San Jose State University Bilingual/Multicultural Special Education Personnel Preparation Program: A Report on Thirteen Years of Experience.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Bilingual Education; Classroom Techniques; College Faculty; Counseling; Cultural Awareness; *Disabilities; Early Childhood Education; Educational Technology; Elementary Secondary Education; *English (Second Language); Graduate Study; Higher Education; Intercollegiate Cooperation; Language Proficiency; Language Skills; *Multicultural Education; Program Descriptions; Program Design; Program Evaluation; Second Language Instruction; *Special Education; Student Characteristics; Student Evaluation; Summer Programs; Teacher Certification; *Teacher Education Curriculum; Teacher Role
IDENTIFIERS- San Jose State University CA

The report describes the San Jose State University (California) teacher education program to prepare teachers of multicultural special education in elementary and secondary schools. It begins by describing the program's components, all related to bilingual special education teacher training: the training program itself; teacher certification; an 8-course advanced training program; distance education; intercollegiate credit transfer; multicultural training for monolingual teachers; multicultural training for teachers trained in learning disabilities; early childhood education; English-as-a-Second-Language instruction; and summer institutes. Other program information reported includes student and faculty data, a history of the program's development since 1979, program structure, courses offered, and descriptions of the bilingual/multicultural competencies emphasized, with program activities used to teach them. These include: language skills; cultural awareness and intercultural skills; non-discriminatory assessment techniques; language assessment techniques; instructional strategies; counseling, consultation, advocacy, and referral skills; and classroom management techniques. A formal program evaluation for the program's 13-year period, with recommendations, is appended. (MSE)

ED 364 093 FL 021 659

Swiderski, Richard M.
Teaching Language, Learning Culture.
PUB DATE- 93
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Case Studies; Classroom Techniques; *Cultural Awareness; *Cultural Context; *Cultural Education; Elementary Secondary Education; *Language Role; Second Language Instruction; *Second Languages

A discussion of language focuses on the relationship between

Program Descriptions; Records (Forms); Science Instruction; Second Language Instruction; *Second Language Learning; *Second Language Programs; Social Studies; Spanish; Teaching Methods

Materials used in conducting a conference workshop on language immersion are presented, including an introductory overview, a guide for observing and analyzing immersion instruction, findings resulting from analysis of the program in question, and the text of a related presentation made at the same conference. The introductory section describes briefly a middle school magnet program in foreign languages (French, German, Spanish) and explains the workshop's purpose as a means for the audience to help analyze the immersion experience and identify effective classroom practices. The second section, a video viewing guide, lists 20 videotapes of classroom instruction (not included here) and provides blank forms for observation of the videotapes. Section 3 summarizes research findings on effective immersion practices and results of analysis of the first 6 years of the program in question and provides definitions for basic terminology of immersion. The final section synthesizes the content of the first and third sections. (MSE)

ED 364 113   FL 021 705

Trimino, Andy
Negotiation of Meaning in Second Language Acquisition.
PUB DATE- 23 Oct 93
NOTE- 14p.; Paper presented at the Annual Meeting of Advocates for Language Learning (Kansas City, MO, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Comprehension; Educational Strategies; Elementary Secondary Education; Interpersonal Communication; Language Skills; *Learning Processes; Neurological Organization; Second Language Learning; *Second Languages; Semantics; Sequential Approach; Skill Development; *Teacher Student Relationship

A basic principle of second language learning is the need to negotiate meaning in any language-learning situation. Once meaning is established, comprehension follows. Clusters of meaning result in schemata, which serve as the basis for sustained communication and ultimately, permanence of language learning. The comprehension approach to second language learning assumes that learning can only occur when meaning is involved, and that meaning must be negotiated in any teacher-student interaction. Its methodology focuses on the optimum ways for meaning to be conveyed and internalized, and takes advantage of (1) appropriate involvement of brain hemispheres, (2) organization of language around semantic fields, and (3) the correct order of language skill development (listening, speaking, reading, writing, and culture). The teacher's job is to find the balance between what the student already knows and what the instructional materials make explicit. These principles can be applied in classroom instruction in such techniques as action demonstrations, paper-and-pencil demonstrations, and limited-speech exercises, use of audiovisual aids, writing exercises, conversation-building, simple story production, and use of prepared texts, depending on the skill level of the learner. The same principles can be used to provide focus in teacher training and supervision. (MSE)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; College Outcomes Assessment; *Comparative Analysis; Data Collection; Educational Change; *Educational Improvement; *Educational Planning; *Educational Quality; Global Approach; Higher Education; *Institutional Research; Postsecondary Education; Program Evaluation; Standards; Undergraduate Study
IDENTIFIERS- *Benchmarking

This paper explores the concept of benchmarking in institutional research, a comparative analysis methodology designed to help colleges and universities increase their educational quality and delivery systems. The primary purpose of benchmarking is to compare an institution to its competitors in order to improve the product (in this case education) it produces. Among the steps in benchmarking are (1) identifying what is to be benchmarked and the comparative companies to include in the measurement, (2) determining data collection methods and collecting the data, (3) determining current and projected future performance levels, (4) communicating benchmark findings and gaining acceptance, (5) developing and implementing action plans, and (6) recalibrating measurements. It is stressed that for benchmarking to be effective, there must exist a free sharing of information. Several examples of benchmarking are highlighted, along with discussions concerning its application on an international scale. The paper argues that institutions of higher education must indulge in strategies such as benchmarking in order to further develop instructional paradigms that serve to enrich their contribution. (Contains 12 references.) (GLR)

ED 364 133 HE 026 929

Riggs, Robert O.; And Others
Sexual Harassment in Higher Education: From Conflict to Community. ASHE-ERIC Higher Education Report No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 114p.; For a related ERIC Digest, see HE 026 930.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Colleges; Educational Environment; *Federal Legislation; *Higher Education; *Interpersonal Relationship; *Intervention; Sex Discrimination; Sexual Abuse; *Sexual Harassment; Universities
IDENTIFIERS- Civil Rights Act 1964 Title VII; Title IX Education Amendments 1972

Colleges and universities are expected to provide safe and appropriate learning and working environments, including freedom from sexual harassment. Unfortunately, the frequency of complaints on college and university campuses has increased. Sexual harassment is a form of sexual discrimination and is prohibited by federal laws. This behavior interferes with a student's or employee's performance by producing a hostile working or learning environment. It can manifest itself as gender harassment; unwanted seductive behavior; sexual bribery and coercion; and sexual assault, including attempted rape and rape. Research shows that between 20 and 30 percent of undergraduate female students are victims of some form of sexual harassment by at least one of their professors during

Security on Virginia's Campuses. Report of the State Council of Higher Education.
PUB DATE- 5 Nov 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Campuses; *Colleges; Crime; Crime Prevention; Educational Facilities; Higher Education; Law Enforcement; Police School Relationship; *School Security; Security Personnel; Violence
IDENTIFIERS- *Virginia

This report is in response to a Virginia state legislature mandate of a study of security on the campuses of Virginia public institutions of higher education. The study scope included institutional characteristics, security department characteristics, personnel and training, information about relations on and off campus, needs and concerns of the departments and the institutions, and recommendations. The study methodology included site-visits to 14 institutions, a survey of senior campus security personnel, and telephone and personal interviews with police and security officers. Findings included the following: (1) most security operations cited a need for additional personnel; (2) many institutions do not have formal working agreements with local police; (3) some campuses use only minimum public crime notification measures; (4) security personnel are not always consulted in plans for new buildings or renovations for designs that prevent crime; (5) institutions employ a variety of security methods which differ widely in cost and effectiveness; (6) campus police policy manuals vary widely in their level of development and clarity. Appendixes include the following: a list of study participants, a report on the Campus Security Act and Sexual-Assault Policy, the text of the state resolution authorizing the study, and the survey instrument. (JB)

ED 364 153 HE 026 950

Legislation & Appropriations Related to Higher Education from the 1993 General Assembly Session. Staff Technical Report No. 93-02.
PUB DATE- Sep 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Research Projects; *Resource Allocation; *State Legislation
IDENTIFIERS- State Council of Higher Education for Virginia; *Virginia

This report is a summary of the 1993 Virginia General Assembly Session and its actions regarding higher education. The 1993 session considered a record number of bills and resolutions with more than 1,500 passed and signed by the governor. Approximately 150 of the items pertain directly or indirectly to higher education in Virginia and include a number of requests for studies in which the Council of Higher Education will either participate or coordinate. The first section offers a summary of House and Senate Bills that were approved and pertain to higher education. The second section lists and describes a number of House and Senate study resolutions that the Council is involved in or has an interest in following.

of summer academic enrichment. The guide also includes a short overview of 13 demonstration summer program sites, called Summer Beginnings. (KC)

ED 363 692   CE 064 850

Alaska 1993-1994 Career Guide. Stepping Stones to the Future.
PUB DATE- 93
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; *Career Choice; Economic Climate; *Educational Opportunities; Education Work Relationship; *Employment Opportunities; Employment Potential; *Employment Programs; Employment Qualifications; *Employment Services; Federal Legislation; Higher Education; Job Skills; Job Training; Labor Legislation; *Labor Market; Networks; Nontraditional Occupations; Occupational Information; Postsecondary Education; School Choice; Secondary Education; Student Financial Aid
IDENTIFIERS- *Alaska; Tech Prep

This booklet is intended to provide useful information to students and others in the process of making career choices or seeking satisfying employment. The first half of the booklet covers various aspects of the career choice/job search processes. Included among the topics discussed are the following: self-assessment of career planning knowledge, innovative strategies for business success in Alaska, child labor laws, child care, nontraditional employment, the Job Corps, Alaska's largest employers, tech prep, job search strategies, career questions to ask, Alaska's economy, summer internships, the Alaska Native Coalition on Employment and Training, marketable skills, stress management, the Americans with Disabilities Act, school shopping tips, financial aid, and education and vocational training sites in Alaska. The second half of the booklet is an occupational table that contains the following information on nearly 300 occupations: job duties, job outlook in Alaska, number of Alaskans employed, approximate monthly pay, required/suggested school subjects and level of training, related occupations, and hiring practices. (MN)

ED 363 693   CE 064 876

Post-High School Employment and Schooling Patterns of Non-College Bound Youth. IEE Brief Number 3.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.; William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Mar 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blacks; Disadvantaged Youth; *Educational Trends; *Employment Patterns; Females; Followup Studies; High School Graduates; Hispanic Americans; Males; *Noncollege Bound Students; *Outcomes of Education; Part Time Employment; Part Time Students; Postsecondary Education; Whites
IDENTIFIERS- High School and Beyond (NCES)

A study examined the patterns of schooling and employment reported by noncollege-bound high school graduates between June 1980 and March 1986. Data were obtained from the High School

Introductory Industrial Technology I. Laboratory Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 342p.; For the subsequent curriculum, see CE 064 922.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communications; Construction (Process); Design Requirements; Disabilities; Energy Education; Environment; Grade 7; Grade 8; *Learning Laboratories; Learning Modules; Power Technology; Robotics; *Science and Society; Secondary Education; Standards; *Technological Advancement; *Technology; *Technology Education

This guide contains 36 learning modules intended for use by technology teachers and students in grades 7 and 8. Each module includes a student laboratory activity and instructor's resource sheet. Each student activity includes the following: activity topic and overview, challenge statement, objectives, vocabulary/concepts reinforced, equipment/supplies, introduction and step-by-step procedure, and evaluation. Among the elements included in the instructor resource sheets are the following: activity topic, essential elements, overview, challenge statement, systems model, critical thinking skills reinforced, teaching tips, instructional strategy, equipment/supplies, evaluation key, support materials, modifications for special needs students, and illustrations. The following are among the module topics: technology as building blocks, technological assessment of new innovations, telecommunication, news production, standards, energy states, chemical energy, power transmission systems, magnetism, superconductors, infrastructures, self-sustaining habitats in alien environments, engineering materials and material properties, hazardous materials, bridge construction, devices to assist disabled persons, robots, and cleanup. Also included are guidelines for using the laboratory activity materials, instructional planning outlines and worksheets, and the common essential elements of an introductory technology course. Many of the modules are also appropriate for high school technology programs. (MN)

ED 363 711 CE 064 922

Towler, Alan L.
Introductory Industrial Technology II. Laboratory Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 231p.; For the previous curriculum, see CE 064 921.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; Behavioral Objectives; *Business; Communications; *Construction (Process); Construction Materials; Design Requirements; Disabilities; Grade 7; Grade 8; *Learning Laboratories; Learning Modules; *Manufacturing; Marketing; Secondary Education; *Technology Education

This guide contains 29 learning modules intended for use by technology teachers and students in grade 8. Each module includes a student laboratory activity and instructor's resource sheet. Each student activity includes the following: activity topic and overview, challenge statement, objectives, vocabulary/concepts reinforced, equipment/supplies, endorsement program requirements, competency testing, course substitutions, on-the-job training credits, scholarship fund, products, and the Gold Seal program process, procedures, and timeline; (2) common questions and answers about Gold Seal; (3) a listing of competitive events that satisfy the program competency assessment criterion; (4) a step-by-step process for completing the Florida Department of Education Vocational Gold Seal Endorsement Program application and checklist; and (5) instructions for preparing a student's official high school transcript for Florida Department of Education validation. (KC)

ED 363 728 CE 064 956

Hirsch, Donald, Ed.; Wagner, Daniel A., Ed.
What Makes Workers Learn: The Role of Incentives in Workplace Education and Training.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Literacy; Adult Programs; Basic Skills; Compensation (Remuneration); Developing Nations; Foreign Countries; *Incentives; Job Training; *Learning Motivation; *Legal Responsibility; *Literacy Education; Organizational Change; Rewards; Teaching Methods
IDENTIFIERS- *Workplace Literacy

This book looks at what makes adults participate in education and training, particularly in relation to work. It considers three kinds of incentives: to provide education and training, to accept learning opportunities, and to learn effectively. An introduction (Hirsch, Wagner) describes three potential conflicts that need to be resolved to bring the three kinds of incentives into closer harmony. The remainder of the book consists of 12 chapters that discuss 6 aspects of adult learning incentives. The chapters are revisions of papers presented at a roundtable. Section I contains two papers discussing financial incentives: "Adult Learning and Work: Finance, Incentives, and Certification" (Ryan) and "Do Most Employers and Workers Underinvest in Training and Learning on the Job?" (Bishop). The two chapters in Section II focus on legal incentives: "Worker Access to Vocational Training: A Legal Approach" (Luttringer) and "Legal Incentives and the New Workforce" (Noyelle, Hirsch). Section III consists of two chapters on work organization incentives: "Organizational Change and Adult Learning" (Hirschhorn) and "Workplace Learning in Changing Environments: A Researcher/Practitioner's Viewpoint" (Ford). Section IV on incentives and learning methods includes the following: "Learning at and through the Workplace: A Review of Participation and Adult Learning Theory" (Rubenson, Schutze) and "Functional Context Education for Schoolplaces and Workplaces" (Sticht). The two chapters in Section V address literacy and basic skills: "Workplace Literacy Programs: Organization and Incentives" (Mikulecky) and "Workplace Basic Skills Programs in the United Kingdom: Why So Few?" (Wells). The final section contains two chapters on comparing industrialized and developing nations: "Incentives for Adult Learning in Developing Countries: Lessons and Comparisons" (Puchner) and "Adult Learning under Conditions of Hardship: Evidence from Developing and Developed Countries" (Stromquist). Contains 244 references. (YLB)

*Industrial Training; *Models; *Student Centered Curriculum; *Student Participation
IDENTIFIERS- *Functional Context Education; Massachusetts; *Workplace Literacy

Workplace education curriculum models may be based on the functional context, ethnographic/student-centered, or participatory approach. Curricula based on the functional context approach focus on the abilities (functions) needed by workers at a specific worksite, and workers are unlikely to have much input in deciding what or how they will study. The ethnographic (student-centered) model rejects the use of prescriptive, predetermined, skills-based goals to shape the curriculum; instead, it draws upon workers' thoughts and voices as a starting point for all other learning. The participatory approach is similar to the functional context approach in that it focuses on student/worker experience and thought, and it is similar to the student-centered approach in terms of negotiating course content with students and focusing on their own purposes for learning. Unlike the contextual and ethnographic approaches, the participatory approach prompts students to examine the meaning of their collective experiences as a whole, asks students to question assumptions about work and the world, and involves students in setting course goals and themes and in creating materials and evaluating progress. Each approach reflects a different educational framework that in turn shapes teachers', students', and funders' roles, as well as course content and the learning process. (MN)

ED 363 747 CE 064 986

Curry, Donna
Math in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 93
NOTE- 21p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Basic Skills; Behavioral Objectives; Classroom Techniques; *Mathematics Skills; *Numeracy; *Skill Development; *Training Methods; *Workshops
IDENTIFIERS- Massachusetts; *Workplace Literacy

This document, which is designed to assist workplace education practitioners in business, education, and labor partnerships funded through the Massachusetts Department of Education's Workplace Literacy Program, includes materials about and/or for use in developing workers' mathematics skills. The first section, which examines the current state of the art of workplace math programs, lists math skills needed in the workplace and strategies for teaching mathematics in the workplace (teacher as facilitator, integration into other curriculum areas, collaborative learning, development of individual problem-solving strategies, importance of process, use of hands-on activities/manipulatives, and application of learning). In the second section, the author relates her own experiences in developing and presenting workplace mathematics programs to help employees accomplish the following: improve job performance, pass an examination/test, and become better-informed employees. The third section is a training plan for a 45-minute introductory training session for workplace educators interested in presenting a workplace mathematics course. Concluding the document is an annotated listing of eight coordinators, trade union officers, and staff development officers in using national standards in appraisal. Discussed in Section 1 are the following: the role of appraisal in further education, principles and benefits of appraisal, the relationship between national standards and appraisal, and appraisal starting points. Section 2 examines the role played by job descriptions in appraisal. The steps entailed in using standards for appraisal are detailed in Section 3, and procedures for using standards in appraisal documentation are outlined in Section 4. Guidelines for using standards for observation are presented in Section 5. Listed in Sections 6 and 7, respectively, are the roles and responsibilities of various participants in the appraisal process and the various factors dictating the resource implications of appraisal. Contains a list of 16 resource organizations and a 56-item bibliography. (MN)

ED 363 768   CE 065 052

Standards in Action. Using National Standards for Human Resource Management and Development in Further Education. 3. Assessor and Internal Verifier Awards.
PUB DATE- 93
NOTE- 28p.; For the other booklets in this series, see CE 065 050-054.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *College Programs; Delivery Systems; *Evaluators; Foreign Countries; Management by Objectives; *Personnel Evaluation; *Personnel Management; Postsecondary Education; Quality Control; *Staff Development; Standards; *Technical Institutes; Training Methods; Vocational Education
IDENTIFIERS- *National Standards; United Kingdom

This booklet is designed to assist General National Vocational Qualifications (GNVQ) coordinators, National Vocational Qualifications (NVQ) coordinators, staff development managers, enterprise unit managers, and assessor training coordinators in ensuring that sufficient numbers of staff members at British further education colleges are trained and certified as assessors and internal verifiers. Discussed in Section 1 are the various national standards for assessment and verification and existing assessor certification requirements. The purposes and scope of the process of training and accrediting staff as assessors and internal verifiers are clarified in Section 2. Weighed in Section 3 are various considerations in choosing an awarding body. The following assessor/verifier training delivery models are described in Section 4: external consultants, a consortium approach, external courses, a systemic model, internal consultancy, a combination internal consultancy/systemic model, and an exponential approach. Outlined in Section 5 are the steps in the training implementation process. Chapters 6 and 7 deal with resourcing and quality assurance, respectively. Contains a list of 16 resource organizations and a 55-item bibliography. (MN)

ED 363 769   CE 065 053

Standards in Action. Using National Standards for Human Resource Management and Development in Further Education. 4. Standards-

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Correspondence Study; *Curriculum Development; Desktop Publishing; *Instructional Materials; Marketing; *Material Development; *Program Budgeting; Readability; Readability Formulas; *Student Motivation; Test Construction

This handbook is intended to assist new home study directors of education, course writers, instructors, and others interested in home study course development. It contains 13 guides that were each written by practicing home study educators and experts in the correspondence study field and that together cover the complete course development process, from market research to final printing of course materials. The following chapters/guides are included: "From Theory to Practice" (Lambert); "Naming the Parts" (Hatcher); "Developing the Modern Home Study Course" (Frenzel); "Supervising Course Authors" (McKeown); "Preparing Instructional Objectives" (Mount); "Total Quality Manuscripts" (Marshall, Buddle); "Managing Text Readability" (Hughes); "Writing Examinations" (Cherry); "Motivation through Interaction and Media" (Dasenbrock); "Designing a Home Study Course" (Foltz); "Desktopping Great Looking Courses" (Welch); "The Curriculum Development Cycle" (Gibbs); and "Financial Analysis in Course Development" (Godfrey). In addition to including step-by-step guidelines, many chapters include sample course materials and/or forms. Contains 17 references. (MN)

ED 363 787   CE 065 101

Zeller, Nancy
Distance Education as an Instrument of Public Policy.
PUB DATE- 13 Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Comparative Analysis; Coordination; *Distance Education; Educational Cooperation; Educational Needs; *Educational Objectives; *Educational Practices; Educational Trends; Foreign Countries; Futures (of Society); Government Role; Models; Policy Formation; *Public Policy
IDENTIFIERS- *Canada; *United States

Unlike many other countries of the world, the United States and Canada have yet to use distance education as a deliberate instrument of a comprehensive public policy agenda. Despite this shared failure to use distance education to advance public policy, the individual states of the United States and Canada's provinces differ widely in their distance education operations. Some states/provinces have well-coordinated and technically sophisticated distance education systems, whereas others appear to have little interest in developing any distance education capability at all. Existing U.S. and Canadian distance education programs/practices may be characterized in terms of four descriptive/conceptual models that constitute a nonpolicy-oriented to policy-oriented continuum: laissez-faire, consortium, coordinating board, and comprehensive. The conventional wisdom has been that most educators would aspire to a more student-centered model of distance education, whereas policymakers would possibly dictate a more institution-centered approach. A study of distance education in the United States and Canada has shown the opposite to be true. Encouraging signs

Educational Research; Foreign Countries; Global Approach; Industry; *International Cooperation; International Trade; *Job Skills; *Labor Force Development; National Surveys; *Program Development; Program Implementation; School Business Relationship; *Standards; Vocational Education
IDENTIFIERS- Australia; Canada; Denmark; Germany; Japan; United Kingdom

This report is designed as a companion to a three-volume report that describes how education and industry skill standards systems operate in the United States. It provides an overview of international efforts to develop processes and systems to "harmonize" the recognition of an individual's competencies and skills across national boundaries. Chapter I presents a general review of the international context and highlights generic differences between U.S. systems and all other countries. Chapters II-IV describe efforts in six countries to organize skill setting standards systems. Chapter II describes two countries that focus on the youth apprenticeship approach to training: Denmark and Germany. Chapter III discusses two countries--Canada and Japan--that focus on the development of skill certification systems for occupations that have a large amount of mobility across jurisdictions--the crafts and trades. Chapter IV focuses on the United Kingdom and Australia, in which the promulgation of skill standards and certification systems are viewed as central to the competitiveness strategy of the overall economies, and the development of the industry-driven skill standard systems are having direct impact on the organization and structure of vocational preparation institutions. Chapter V offers concluding observations. Appendixes provide references for each country's study (58 in all) and technical information on skill standards categories for Denmark, Germany, and Japan. (YLB)

ED 363 806   CE 065 137

Sharf, Richard S.
Occupational Information Overview.
PUB DATE- 93
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Career Choice; *Career Information Systems; Classification; Demand Occupations; *Employment Projections; Employment Qualifications; Income; *Labor Market; Labor Needs; *Occupational Information; Occupational Surveys; *Occupations; Postsecondary Education; Secondary Education; Wages
IDENTIFIERS- Dictionary of Occupational Titles; Guide for Occupational Exploration; Holland Occupational Classification System; Roe Occupational Classification; Standard Industrial Classifications; Standard Occupational Classification

This three-part book provides an overview of 500 occupations. The book is organized into three parts. Part I introduces the following seven occupational classification systems, along with their manuals and dictionaries: an observational classification system, Roe's Classification System, Holland's Classification System, the Standard Occupational Classification (SOC) System, the Standard Industrial Classification System, the Dictionary of Occupational Titles (DOT), and the Guide for Occupational Exploration (GOE) System. It also provides exercises for self-assessment. Part II provides summary information about a wide variety of occupations, organized into 13 occupational groups. The information for each occupation include a description of identifies the country location, geographic data base origin, and language for the CACG systems. Table 11 provides addresses and telephone numbers of the 15 CACG system developers. (Author/NB)

ED 363 826   CG 026 009

Lenz, Janet G.; And Others
An Analysis of the Localization Feature of Two Computer-Assisted Career Guidance Systems - DISCOVER and SIGI PLUS: Technical Report No. 14.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- 22 Jun 92
NOTE- 48p.; For related documents, see CG 026 002-011.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Computer Uses in Education
IDENTIFIERS- *Computer Assisted Career Guidance; DISCOVER System; System of Interactive Guidance and Info Plus

Efforts were made by the Career Center at Florida State University to implement the localization options in the DISCOVER and System of Interactive Guidance and Information (SIGI) PLUS computer-assisted career guidance (CACG) systems in 1991-1992. A review of the literature and current use of localization suggested that localization was a complex, underutilized extension of CACG software. Use of the localization feature raised issues about the nature of the desired client outcomes, the type of information to be included, the processes and costs for installing and using the feature, and who in the organization should be responsible. To determine what types of information to include in localization, career advising staff were surveyed, two staff meetings were held, and user feedback on the two CACG systems was examined. It was decided to emphasize local information that would accomplish the goals of providing instructions to improve client interactions with the CACGs and reduce client confusion, and of linking clients with other Career Center resources and activities. Primary localization efforts were directed toward DISCOVER because the software design was more compatible with the two program goals. This report includes a discussion of project findings in relation to localization issues, i.e., clarifying the purposes of localization, the influence of system design on localization functioning, the impact of localization on CACG system effects, and the impact of localization on staffing and training. (Author/NB)

ED 363 827   CG 026 010

Reardon, Robert C.; And Others
Improving Career Services and Research with the Computer Version of the Self-Directed Search (Form R): Technical Report Number 15.
PUB DATE- Oct 93
NOTE- 19p.; For related documents, see CG 026 002-011.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Computer Uses in Education; Higher Education; Research and Development; Undergraduate Students
IDENTIFIERS- *Computer Assisted Career Guidance; *Self Directed Search

activities which consist of a Teacher Guide and, for some activities, Student Activity Sheets or Student Supplements. The Orientation module provides students with an orientation to the nature of the program as nonacademic and person-oriented. The Self-Awareness module helps students gain deeper insights into who they are as individuals, their interests, values, and feelings. The Personal Responsibility module helps students gain insights into what it means to be responsible for themselves. The Goal Setting module helps students see the importance of goal setting in becoming who they want to be. The Decision Making/Problem Solving module helps students develop and refine their decision-making and problem-solving skills. The Relationships module helps students think through issues important to them in the area of relationships with family and friends. The Communications module helps students develop enhanced skills for listening to others and for positively communicating their wants and needs. The Conflict Resolution module helps students acquire some specific strategies for effectively resolving conflicts with adults and peers. Finally, the Stress Management module helps students understand effective strategies for taking control of stress-producing thoughts and reducing the level of stress they experience. (Author/NB)

ED 363 846   CG 026 029

Splete, Howard; And Others
Adult Career Counseling Center. Tenth Annual Report, September 1992-June 1993. Computer Assisted Career Guidance Systems and Career Counseling Services.
PUB DATE- Jun 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; *Adult Students; *Career Counseling; College Students; *Counseling Services; Higher Education
IDENTIFIERS- *Computer Assisted Career Guidance

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center of Oakland University in Rochester, Michigan during its 10th year of operation (September 1992-June 1993). The report includes a brief history of the development of the center and of computer-assisted guidance programs at the university, followed by the mission statement of the Adult Career Counseling Center. A description of the Adult Career Counseling Center is followed by descriptions of several computer-assisted career guidance systems, including DISCOVER for Colleges and Adults, System of Interactive Guidance and Information Plus (SIGI PLUS), and the Michigan Occupational Information System. The next sections focus on client demographic information, in-service training, public relations, and an analysis of client responses to the Adult Career Counseling Center exit form. Coordination with the Practicum Counseling Center also is discussed. A section on research describes past research supported by the center; current research being conducted at the center, including studies of factors affecting a woman's career decision making; and on-going research, including studies on the sex-role orientation and occupational self-efficacy of adult women, the applicability of action research to the counseling profession, and a survey of university-supported community career

Movement I, or, How It All Starts; (3) The Creative Vent, or, What Is Everyone Else Doing?; (4) Movement III, or, Who Keeps the Pencils?; (5) Movement IV, or, Retrieval and "Real" Writing; (6) Movement V: Dictionaries, or, Has Anyone Seen My Pen?; (7) Autobiographical Interlude, or, "If Children Have to Spell, They'll Never Want to Write"; (8) In the Process, or, Another Day, Another Writer; (9) Problems in the Process, or, What Do I Do When It Doesn't Work?; (10) Orthography and Other Conventions, or, Why Do They Do It That Way?; (11) Revision, or, "I've Got Lots More to Say"; (12) Time on Task, or, Keeping Up with the Real World; (13) Writing Past First Grade, or, How to Catch Up; and (14) "Tomorrow Is Thanksgiving," or, Twenty-seven Minds with but a Single Thought. (RS)

ED 363 866 CS 011 465

Alexander, Patricia L.
Intense Early Intervention for Young Readers at Risk.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Elementary School Students; Foreign Countries; *High Risk Students; *Instructional Effectiveness; Primary Education; Reading Difficulties; *Reading Improvement; Reading Research; *Remedial Reading
IDENTIFIERS- Edmonton Public Schools AB; *Reading Recovery Projects

The purpose of a Reading Recovery project was to gather data on an alternative method of teaching reading to students who were experiencing difficulties with the reading process. Four students a year (attending the Clara Tyner Elementary school in Edmonton, Alberta, Canada) were selected from grade 1 and beginning grade 2 for a total of 10 children over the duration of the project. The one-on-one tutorial instruction took place over a 13-week period for 35 minutes a day, 4 times a week. Daily instruction consisted of reading, writing, and listening using Marie Clay's model. The students were tested at regular times throughout the program. Findings indicated that all 10 students made progress and were reading at or above expected levels, had caught up with their age mates or were well on their way to doing so. Findings suggest that the program proved to be an effective, alternative method especially when compared with group intervention programs. Three tables of data are included; 28 references, samples of student results, and the parent and teacher questionnaire are attached. (Author/RS)

ED 363 867 CS 011 466

Balajthy, Ernest
An International Schools Perspective on Diagnosis and Treatment of Reading Disabilities.
PUB DATE- Oct 93
NOTE- 17p.; Paper presented at the Annual Conference of the Association of International Schools in Africa (Nairobi, Kenya, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary School Students; Evaluation Methods; Grade 5; Intermediate Grades; Reading Achievement;

ED 363 886 CS 214 108

King, Caryn M.
On Becoming Reflective Writers and Practitioners: Lessons from Experienced Teachers.
PUB DATE- 20 Feb 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Graduate Study; Higher Education; Journal Writing; *Teacher Attitudes; *Writing (Composition); *Writing Attitudes; Writing Processes; Writing Research
IDENTIFIERS- *Experienced Teachers; *Process Approach (Writing); Reflective Writing; Writing Contexts

A preliminary study examined the experiences and perceptions of experienced teachers about writing and gathered feedback about teaching practices involving direct instruction in process writing. Subjects, 30 experienced elementary teachers enrolled in a graduate-level course on theories of teaching reading and writing, completed a survey about their writing practices and kept a response journal in which they responded to prompts four times during the semester. Results indicated: (1) the majority of subjects did not frequently (daily or weekly) engage in writing activities; (2) writing personal reflections/thoughts was the most frequent creative writing activity; (3) the overwhelming majority indicated a general uneasiness with writing academic texts; (4) the majority of subjects felt comfortable with the process of sharing paper outlines and felt they received valuable feedback from their peers; and (5) most of the subjects perceived themselves to be inadequate writers and expressed feelings of anxiety and frustration when required to write in an academic setting. Findings suggest that if the nature of writing instruction is to change at the classroom level, then teachers need to become writers themselves. (One table of data is included; 14 references, the survey instrument, and the prompts for the response journals are attached.) (RS)

ED 363 887 CS 214 109

Sherman, Helen
"The Maine Woods" by Henry David Thoreau: A Curriculum Guide.
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Guides; *English Instruction; High Schools; High School Students; *Journal Writing; Literature Appreciation; Units of Study
IDENTIFIERS- Historical Background; Maine; *Maine Woods (The); *Thoreau (Henry David)

Developed for the use of all high school students and teachers, this curriculum guide based on Henry David Thoreau's "The Maine Woods" may lend itself best to the English class, but Thoreau had many academic areas unknowingly covered when he wrote his journals written while in Maine. For example, the guide could also be used in science classes to study wildlife, botany, and

linguistic barriers the subjects were trying to overcome; (3) American students tended to use formal language to interact with foreign instructors, limiting establishment of personal relationships; and (4) subjects reported a high degree of satisfaction with teaching. Future studies should examine other ethnic groups besides the Chinese, other fields besides speech communication, and increase the number of participants for more reliable results. (A figure modeling the problems foreign instructors encountered in American colleges is included; 21 references and the questionnaire are attached.) (Author/RS)

ED 363 909   CS 508 391

Ludlum, M. P.
The Evolution of Parody from Miss Wyoming to Andrea Dworkin.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Court Litigation; *Freedom of Speech; Higher Education; Language Role; Libel and Slander; *Mass Media Effects; *Mass Media Role; *Parody; Secondary Education
IDENTIFIERS- *First Amendment

This paper discuses whether outrageous parodies are and should be protected under the First Amendment. After presenting a definition and a brief history of parody humor, the paper then presents a brief description of the parties to this line of legal controversies. The paper describes the rationale of a line of separate parody cases involving Miss Wyoming, Jerry Falwell, Peggy Ault, Dorchen Leidholdt, and Andrea Dworkin regarding various parodies published in the sexually explicit magazines "Penthouse" and "Hustler." The paper next critiques the rationales of the court rulings in each of the cases, suggesting that court rulings were based on the ability of the masses to discern the difference between fact and fiction, between parody and factual news items. Noting that for parody to be effective, the audience must be aware of the subject being ridiculed as well as the fact that the presentation is a parody on the subject, the paper observes that adults have often been deceived by hoaxes spread over the mass media and that even college students often demonstrate a lack of political and historical knowledge needed to discern fact from fiction. The paper suggests that the warning of parody should be conspicuous. The paper concludes that the type and realism of parodies can increase with the advent of low-cost, high-quality video graphics, and that further research must develop specific warnings/notices on parodies. (Contains 31 references.) (RS)

ED 363 910   CS 508 393

Johnson, Edward A.
Two Profiles of P.R. Practitioners and the Two Types of Employees They Want.
PUB DATE- 18 Nov 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English

offers a comprehensive and systematic analysis of the interactions and contingencies among these major elements of leadership. The book is based on the premise that leadership develops significantly through experience, but that it can be understood and improved through academic study. (LMI)

ED 363 928 EA 025 392

Clark, Kenneth E., Ed.; Clark, Miriam B., Ed.
Measures of Leadership.
PUB DATE- 90
NOTE- 636p.; Collection of papers presented at a conference sponsored by the Center for Creative Leadership and the Psychological Corp. (San Antonio, TX, October 1988).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Evaluation; Elementary Secondary Education; *Leadership; *Leadership Qualities; *Leadership Styles; Management Development; *Measurement Techniques; Organizational Theories; Psychological Studies; *Psychological Testing; Research Methodology

The work reviewed in this book uses methods of psychological measurement to identify and understand the nature of leadership talent and leadership behavior. Part 1 contains nine chapters coauthored by the editors, Kenneth E. Clark and Miriam B. Clark. The chapters present information on leadership development and identification in the context of a free and open society, the growth of psychological research activities in applied settings, and measures of leadership. Part 2 consists of 29 papers that provided the basis for discussion at the 1988 San Antonio Conference on Psychological Measures and Leadership. Topics include a review of research on leadership, psychological measurements in longterm prediction and assessment studies, measures of leadership as inspiration and influence, measures of leader and manager behavior, leadership at the top of an organization, personality and leadership, intellectual qualities of leaders, and leadership development. Part 3 provides a running account of the conference proceedings and a list of participants. (LMI)

ED 363 929 EA 025 398

Edlefson, Carla
Balancing the Substantive with the Political Agenda: A Case Study.
PUB DATE- 30 Oct 93
NOTE- 36p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (7th, Houston, TX, October 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Governance; *Policy Formation; *Politics of Education; School Restructuring; State Government; *State Legislation; State Officials
IDENTIFIERS- *Ohio

This paper presents findings of a case study that examined the influences that shaped an Ohio governor's education reform proposals from a vantage point inside the governor's office, during the late 1980s. Data were obtained through document analysis (of the period from fall 1987 to January 1989),

DESCRIPTORS- Collegiality; Decision Making; Educational Change; Elementary Secondary Education; Organizational Change; *Organizational Communication; *Participative Decision Making; *Program Implementation; *School Based Management; School Districts
IDENTIFIERS- *Marshalltown Community School District IA

This paper describes the processes and outcomes experienced by the Marshalltown Community School District (Iowa) as it implemented a shared decision-making, school-improvement program. A district Shared Decision Making (SDM) Team and School Improvement Program (SIP) teams were trained to facilitate greater staff participation in the school-improvement process. Data were obtained through staff surveys conducted in 1991 and 1992 and a Rapporteur Report. Through experience, the district learned the following lessons: (1) The purpose must be clearly articulated and widely known and owned; (2) the purpose must be based on a consciously developed philosophy rooted in shared theory; (3) the need for change must be broadly understood and accepted; and (4) the leaders of stakeholder groups must demonstrate the envisioned change. In addition, implementation of the school-improvement program entailed: (5) significant new investment and commitment to training; (6) voluntary and active participation; (7) changed power sources and relationships; (8) conscious development of partner-customer-supplier relationships; (9) a balance of individual affirmation with collaboration; (10) a focus on process over end results; (11) eradication of communication barriers; (12) data-based assessment; and (13) total, dynamic, and generative participation. (LMI)

ED 363 951 EA 025 433

Rieley, James B.
How To Optimize Organizational Effectiveness through Leadership: The Case for a Process-Based Organization.
PUB DATE- 20 Nov 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Elementary Secondary Education; *Leadership; Leadership Styles; Models; *Organizational Climate; *Organizational Communication; *Organizational Effectiveness; *Organizational Theories
IDENTIFIERS- *Process Based Organizations

This paper presents the issues relating to, the rationale, and the methodology for the implementation of a process-based organizational structure. Following an overview of leadership theory and traditional organizational structure, a model of the circular organization is presented. In the circular organization, the leader occupies a middle, rather than head position. The organizational structure is comprised of a nucleus with interconnecting processes, such as management and planning, marketing, assessment, organizational support, and production. The circular organization is characterized by a leader who provides vision, not control; open communication; and a structure based on organizational processes, not systems. Such a structure promotes a multidirectional flow of information, teamwork, and "win-win" situations. In conclusion, a circular organizational structure that is based on organizational processes can create an environment in which leadership can be truly effective. Organizations with circular process-based structures can achieve gains through the high collected through individual interviews and analysis of students' reflective papers, critical incident reports, and audiotapes of seminars. Students reported that the program: (1) transformed them from receivers of research to creators of new knowledge, action, and change; (2) enhanced their commitment to act as change agents in schools; (3) deepened their commitment to collaboration; (4) deepened their understanding of the complexities of the change process; (5) enhanced their confidence; (6) increased their awareness of the power of reflection; and (7) created an expressive, permissive learning environment. Collaboration, risk taking, knowledge, and understanding were linked; theory guided practice; and action served as a basis for reflection and heightened awareness. Findings suggest that collaborative action research can transform the graduate-preparation experience and help to prepare educational administrators who will draw on their own experiences to create dynamic, vibrant future learning communities. (LMI)

ED 363 972 EA 025 457

Hutton, Susan I.; Gougeon, Thomas D.
Gender Differences in Leadership Communications.
PUB DATE- Oct 93
NOTE- 52p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; Communication (Thought Transfer); Elementary Secondary Education; Foreign Countries; Interprofessional Relationship; *Organizational Communication; *Principals; *Sex Differences; *Teacher Administrator Relationship; *Women Administrators
IDENTIFIERS- *Calgary Board of Education AB

This paper presents findings of a study that determined relative differences in male and female teachers' perceptions of male and female principals' intentions in the communication process. Data were derived from administration of the Leadership as Social Control (LASC) Model to 397 teachers in the Calgary School District. They reported their perceptions of 20 principals (10 male and 10 female). Three orientations (personal, official, and structural) and three motivations (authority, positive power, and negative power) of leader communication by gender were examined. Findings indicate that male and female teachers perceived female principals as communicating their authentic values and verbal expressions of expectations more than male principals. Principal gender affected teachers' perceptions more than teacher gender. All teachers perceived that female principals paid more attention to their teachers' work, whether positive or negative attention. A link was found to exist among teachers' perception of principal effectiveness, a feeling of closeness to the principal, and the degree of attention that principals give teachers. It is recommended that male principals communicate interest in teachers' lives. Seven tables and two figures are included. (LMI)

ED 363 973 EA 025 458

Osterman, Karen F.
Communication Skills: A Key to Caring, Collaboration, and Change.

This study reviewed, over 2 years, all newspaper articles related to persons with disabilities in two major city newspapers with circulations of more than 500,000 (the Houston Post and the Los Angeles Times). The newspapers were reviewed to uncover trends and themes in the articles which reflected subtleties of views toward persons with disabilities. Content analysis of the 227 articles included both manifest content and latent content (the undertone or mood of the article). Results indicated that most articles revealed logical fallacies and did not portray persons with disabilities realistically but rather either as having superhuman characteristics or as deserving of pity. A few articles, however, portrayed persons with disabilities as competent members of society. People with disabilities and their advocates are urged to communicate their concerns to the media and to promote guidelines for the realistic portrayal of persons with disabilities in the media. A sample set of guidelines is attached. (Author/DB)

ED 363 992 EC 302 560

Barr, Vickie M., Ed.
Heath Resource Directory, 1993-1994.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 48p.; For the 1991-1992 directory, see ED 336 890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Advocacy; Agencies; *Disabilities; Financial Support; Information Centers; Legal Aid; *Organizations (Groups); *Postsecondary Education; *Resources; Social Integration; Technology

This directory provides a selection of resources in the major areas of interest in the field of postsecondary education for individuals with disabilities. Most resources listed are organizations, information centers, agencies, foundations, or advocacy organizations related to a specific disability. The first section groups advocacy, access, and awareness resources into the following subcategories: advocacy and awareness across-disability, architectural access, education and career access, literacy, and family support. The next section groups resources focusing on community integration in subsections on the arts, employment, independent living, and rehabilitation. Disability specific organizations are listed next for chronic illness, developmental disabilities, hearing impairment, learning disabilities, attention deficit disorder, mobility impairment and injury-related disabilities, psychiatric disabilities, and vision impairment. Resources concerned with funding are then listed, followed by sections on legal assistance and technology. An index and a list of toll-free telephone services completes the directory. (DB)

ED 363 993 EC 302 561

Harbin, Gloria; And Others
Individuals with Disabilities Education (IDEA) Act, Part H. Case Study of Policy Implementation in Six States. Case Study Report #2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

adaptation of families of children with disabilities; and third, the existence of identifiable subgroups of children and families who demonstrate greater degrees of vulnerability or resilience. The second paper, by Marty Wyngaarden Krauss, specifically addresses stability and adaptation concluding that: (1) mothers in the study did not experience atypical amounts of depression or stress; (2) other sources of stress impact families of children with disabilities; (3) an increased risk for parental stress occurs as behavior problems become manifest; and (4) family cohesiveness and the informal support network serve different functions. The third paper, by Penny Hauser-Cram, focuses on outcomes for the subgroups of children with severe cognitive/psychomotor impairment, children with seizure disorders, and children whose mothers demonstrated large increases in their interactive parenting skills. (DB)

ED 364 011   EC 302 580

Kupper, Lisa, Ed.
Parenting a Child with Special Needs: A Guide to Readings and Resources.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; Coping; *Disabilities; *Emotional Adjustment; Family Problems; Information Needs; *Information Sources; Long Range Planning; Organizations (Groups); Parent Child Relationship

This special issue focuses on needs of parents of children with disabilities. In the first article, "You Are Not Alone," Patricia McGill Smith considers the emotions that many parents of exceptional children experience and offers a perspective for living and coping with the impact of disability upon the family. The second article, "The Unplanned Journey," by Carole Brown and others, explores areas in which parents often need information and identifies 61 potential resources. This article addresses such issues as: adjusting to life with a disabled child, accessing information and services, supporting the needs of the family, finding child care, addressing financial concerns, working with professionals, and planning for the future. The issue concludes with a bibliography of 60 print resources organized around critical issues, as well as a list of 60 print resources on specific disabilities. Thirty organizations that can provide families with additional information, support, or referral are also listed. (DB)

ED 364 012   EC 302 581

Sargent, Laurence R.
Neighborhood Schools Service Delivery Project. 1991-1992 Report.
PUB DATE- Aug 92
NOTE- 69p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Attitudes;

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Child Development; *Child Rearing; *Chronic Illness; *Cultural Differences; Cultural Influences; Cultural Pluralism; *Disabilities; Ethnic Groups; *Family Environment; Financial Support; Government Role; Health Insurance; Incidence; *Medical Services; Minority Groups; Policy Formation

This special supplement presents two background papers, three working papers, and key recommendations from a conference on culture and chronic illness in childhood. The meeting had as its goal the identification of the state of knowledge on the interface among culture, chronic illness, child development, and family functioning, for the purpose of developing "culturally appropriate" health policies, "culturally sensitive" services, and "culturally competent" clinicians. Comments by Robert R. Davila and Merle McPherson and a conference summary by Joan M. Patterson and Robert Wm. Blum precede the papers. The two background papers are: "Ethnocultural Variations in the Prevalence and Impact of Childhood Chronic Conditions" (Paul W. Newacheck et al.) and "Health Insurance Differentials among Minority Children with Chronic Conditions and the Role of Federal Agencies and Private Foundations in Improving Financial Access" (Margaret A. McManus and Paul Newacheck). The three working papers are: (1) "Multiculturalism, Chronic Illness, and Disability" (Nora Ellen Groce and Irving Kenneth Zola); (2) "Culture, Ethnicity, and Bicultural Competence: Implications for Children with Chronic Illness and Disability" (Geraldine Kearse Brookins); (3) "Culture, Ethnicity, and the Family: Critical Factors in Childhood Chronic Illnesses and Disabilities" (Hamilton I. McCubbin et al.). An annotated bibliography of 95 items (compiled by Gayle Geber and Elizabeth Latts) concludes the supplement. (DB)

ED 364 031 EC 302 601

Hulgin, Kathy, Ed.
Resources on Inclusive Education.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Case Studies; Change Strategies; Classroom Environment; *Disabilities; Elementary Secondary Education; *Equal Education; *Mainstreaming; *Program Development; Public Schools; School Administration; Staff Development; Teamwork

This information packet is intended for use by teachers, parents, administrators, therapists, advocates, and others interested in achieving inclusive educational opportunities for students with disabilities. Part I provides reprints of selected readings, including: "Sample Case Studies of Inclusive Education" (Janet Duncan); "Public Schools Welcome Students with Disabilities as Full Members" (Linda Davern and Roberta Schnorr); "All Students Belong in the Classroom: Johnson City Central Schools, Johnson City, New York" (Carol Berrigan); "Full Inclusion at Helen Hansen Elementary School: It Happened Because We Value All Children" (H. James Jackson); "Helping Teachers Manage the

LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Career Planning; Daily Living Skills; *Disabilities; Educational Objectives; Elementary School Students; Elementary Secondary Education; Employment Qualifications; *Job Skills; *Prevocational Education; Secondary School Students; *Skill Development; Spanish Speaking; *Special Education; Teaching Guides
IDENTIFIERS- *Puerto Rico

The Auxiliary Secretary of Vocational, Technical, and Higher Skill Instruction of Puerto Rico has the responsibility of offering prevocational services to students with disabilities. In the prevocational phase, the student receives academic instruction and acquires the knowledge and skills of general employment. This teacher's guide, in Spanish, contains a list of 61 prevocational skills, with an objective for each and some activities that will help develop the skill. These skills include daily living skills that contribute to success in employment, such as punctuality, completing a task, accepting supervision, and accepting responsibility, as well as some more specific skills in comprehending workplace conditions and requirements such as the basics of Social Security and the use of the telephone. Sixteen appendixes contain more detailed advice for specific areas, including a Social Security number or preparing a resume. (Contains 4 references.) (SLD)

ED 364 051 EC 302 624

Destrezas de Escritura: Curriculo Basico. Guia para el Maestro (Writing Skills: Basic Curriculum. Teacher's Guide).
PUB DATE- 89
NOTE- 112p.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Handwriting; Lesson Plans; Spanish Speaking; Special Education; Teaching Guides; *Teaching Methods; *Writing (Composition); Writing Instruction; Writing Skills
IDENTIFIERS- *Puerto Rico

As part of the basic special education curriculum of the Department of Public Instruction of Puerto Rico, this teacher's guide, presents, in Spanish, a basic curriculum for writing skills for students with disabilities. Skills for handwriting (the production of writing) and composition are included. Although the student with disabilities needs individualized instruction, this guide offers a list of basic skills that the student can develop in accord with his or her abilities. The teacher can vary the sequence of ideas and select the most appropriate. The skills begin with those required for the production of manuscript and cursive writing, and proceed to those of composition, considering the relationships between the spoken and written words. Six appendixes provide some specific advice and activities for improving student writing. (Contains 13 references.) (SLD)

ED 364 052 EC 302 625

Destrezas de Matematica: Curriculo Basico. Guia para el Maestro (Mathematics Skills: Basic Curriculum. Teacher's Guide).
PUB DATE- 89

"What Is the Meaning of a Word?" (Rene Gingras); "Left Dislocation by Anaphor: Preliminary Results" (Christian Guilbaut); "Factory Brands in the Domain of Medicines--Linguistic Acceptability: Euphemisms" (Benoit Leblanc); "Analysis of Fluidity in the Second Language" (Frederic Masse); "Analysis of Constructions using 'Etre Pour' in Quebec French" (Linda Pepin); and "Glottalization in Quebec French" (Mostafa Shoul). (MSE)

ED 364 074 FL 021 589

Avinor, Eleanor; Barkon, Elisheva
Could These Be Language Displaced People in Transit? Reflections on Language/Literacy Interviews with Ethiopians.
PUB DATE- Nov 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Amharic; Case Studies; *College Bound Students; English (Second Language); Foreign Countries; Hebrew; Higher Education; *Immigrants; Interviews; *Language Maintenance; *Language Role; *Literacy; Student Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *Ethiopians; *Israelis; Tigre

A study investigated cognitive, social, and psychological aspects of language and literacy among five young adult Ethiopian students who had emigrated to Israel. The subjects were four males and one female aged 18-25, enrolled in an Israeli university's pre-academic program. All had come to Israel a number of years previously, when their government was changing. Personal interviews with each student consisted of over 70 questions and sought personal opinions as well as factual information. Results indicate that the students were beginning to be aware of, and had deep feelings about, language loss and the inadequacy of their skills in any single language: English, Hebrew, Amharic, or Tigre. Language loss was experienced at home as well as in pursuit of higher education. Family communication was seen as deteriorating. It is noted that language maintenance materials and programs for Amharic and Tigre do not exist, and that little opportunity to express or explore these feelings of loss is available to this population. Further, it is suggested that this situation may represent a form of subtractive bilingualism, and that this population should be provided with better opportunities to develop higher-order cognitive skills for advanced education. (MSE)

ED 364 075 FL 021 604

Barnwell, David
Applications of Foreign Language Aptitude and Learning Style Research.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Style; Educational History; *Language Aptitude; *Language Research; Learning Strategies; *Personality Traits; *Research Utilization; *Second Languages; Test Use

A discussion of the utility of research on language aptitude and learning style begins by examining the concept of language aptitude and the controversy surrounding it, which focuses on language learning and culture learning. The first four chapters look at the cultural context of language learning, particularly in the language classroom. The second part examines culture learning through language teaching. The first chapter discusses lexical culture, or the vocabulary of a language that reflects the culture's world view. This idea is further examined in the next two chapters. The third part of the book examines situations in which elements of one language are integrated into another, particularly pidgins, neologisms with an extra-cultural element (such as "teenage mutant ninja turtles"), and culturally significant phrases. Part 4 is devoted to a specific intercultural situation in which the researcher reads the newspaper with a Japanese woman and resulting insights about the relationship between language and culture. The fifth section discusses the cultural politics of language learning. Topics include language policy as it relates to language learning, language teacher training as a cultural exercise, and the cultural politics of kanji. Several case studies of language learning across cultures are sketched. Throughout, examples are offered in a wide variety of languages. (MSE)

ED 364 094 FL 021 668

Tzung-yu, Cheng
The Syntactical Problems Chinese College Students Meet in Reading English Technical Textbooks.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chinese; College Freshmen; English (Second Language); *English for Academic Purposes; English for Special Purposes; Foreign Countries; Grammar; Higher Education; *Phrase Structure; *Prepositions; *Reading Comprehension; *Reading Difficulties; Syntax; Teaching Methods; Technical Writing; *Textbooks; Translation
IDENTIFIERS- *Taiwan

Taiwanese college students have significant difficulty in reading technical texts in English. Based on information gathered from students in freshman English classes in Taiwan, and on previous research, three significant areas of student confusion are: (1) frequent use of prepositions, particularly when an English preposition with multiple meanings is used with a marker in Chinese that is similar to the genitive case; (2) use of a relative clause that interrupts the subject-verb-object sequence of an independent clause, e.g., "the money that you gave him...," especially difficult in the lengthy sentences of a technical text; and (3) failure to look at the English phrase as a whole instead of individual words. Two techniques are found useful for helping Chinese students overcome these difficulties. The first, the phrase structure approach, requires students to become familiar with the rules and elements that build noun, verb, adjectival, and adverbial phrases and learn to identify and manipulate them. The second, designed to bridge the gap between secondary school and college English reading instruction, involves identifying and translating specific structures in short passages. It uses a large number of passages on varied topics, arranged by sentence complexity. Students have responded very positively to this approach. (MSE)

ED 364 095 FL 021 669

ED 364 114 FL 021 714

Low, Lesley; And Others
Foreign Languages in Primary Schools: The National Pilot Projects in Scotland. Interchange No. 19.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- Sep 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Articulation (Education); Class Activities; Classroom Techniques; Elementary Secondary Education; *FLES; Foreign Countries; French; German; Italian; Language of Instruction; Language Skills; Program Descriptions; Program Effectiveness; Program Evaluation; Second Language Instruction; *Second Language Programs; Spanish; Teacher Education; *Teacher Role
IDENTIFIERS- *Scotland

A pilot program of foreign language instruction in Scottish elementary schools is evaluated. The program consisted of 12 projects in 76 elementary schools, articulated with their 12 associated secondary schools. French was taught in six projects, Spanish in four, and German and Italian in one each. Regular classroom teachers were trained and given support by a tutor-trainer. Evaluation of the projects focused on the language attainments of the participating children, especially in comparison with non-participants, and factors in the courses and methods that enhanced or inhibited language learning. Data were gathered by classroom observation, interviews with participating students, and interviews with teachers, trainers, regional supervisors. Findings include the following: Project participants performed better, especially at lower skill levels, at pronunciation and intonation, ability to initiate and respond in conversation, and use of more phrases and sentences than did non-participants. Grammatical accuracy was not better in this group. Some differences were found between target languages. Participants were found to be, overall, more confident in language use. Implications of the findings for regular elementary school teachers, secondary school modern language teachers, teacher collaboration, policy formation, teacher educators, and parents are outlined. (MSE)

ED 364 115 FL 021 721

Fahmy, Jane Jackson; And Others
The Canada/China Teacher Education Project: A Chinese Initiative.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Intercollegiate Cooperation; International Programs; *Language Teachers; Library Collection Development; Models; Program Descriptions; Special Libraries; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *Beijing Normal University (China); *Saint Marys University NS

their undergraduate years. Additionally, 60 percent of presidents of large research and doctorate institutions believed sexual harassment to be a problem. The most important steps institutions can take to eliminate sexual harassment are to: (1) carefully draft definitions of sexual harassment; (2) provide accessible grievance procedures; and (3) provide education about the nature of this type of behavior to educate the campus community. These steps represent the best practices that institutions have developed after more than a decade of aggressive response to the problem. (Contains approximately 130 references and an index.) (GLR)

ED 364 134 HE 026 930

Riggs, Robert O.; And Others
Sexual Harassment in Higher Education from Conflict to Community. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.; For the full length report, see HE 026 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Colleges; *Early Intervention; Educational Environment; *Federal Legislation; *Higher Education; *Interpersonal Relationship; Postsecondary Education; Sex Discrimination; Sexual Abuse; *Sexual Harassment; Universities
IDENTIFIERS- Civil Rights Act 1964 Title VII; ERIC Digests; Title IX Education Amendments 1972

This brief report summarizes a longer document with the same title. The report discusses the problem of sexual harassment on college campuses and what intervention strategies academic institutions can take to help eliminate the problem. It notes that sexual harassment is a form of sexual discrimination prohibited by federal law, and examines what the definition of sexual harassment is as well as why it is illegal. Research shows that between 20 and 30 percent of undergraduate female students are victims of some form of sexual harassment by at least one of their professors during their undergraduate years. Additionally, 60 percent of presidents of large research and doctorate institutions believed sexual harassment to be a problem. The most important steps institutions can take to eliminate sexual harassment are to: (1) carefully draft definitions of sexual harassment, (2) provide accessible grievance procedures, and (3) provide education about the nature of this type of behavior to educate the campus community. (Contains 10 references.) (GLR)

ED 364 135 HE 026 931

Eison, James A.; Bonwell, Charles C.
Recent Works on Using Active Learning Strategies across the Disciplines.
PUB DATE- Jan 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Classroom Techniques; *College Instruction; Departments; *Experiential Learning; Higher Education; Instructional Improvement; *Learning Strategies; Postsecondary Education; *Teaching Methods

Finally the report contains a section that presents a summary of the budgetary issues and funding levels as a result of the 1993 session. Includes six tables and an appendix containing a final legislative summary of the 1993 legislative session. (Author/JB)

ED 364 154 HE 026 951

McMullan, Bernard J.; And Others
A Shared Responsibility: College/School Partnerships Serving Minority Youth.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Access to Education; *College School Cooperation; College Students; Curriculum Development; Educational Change; Elementary Secondary Education; Higher Education; High Schools; *High School Students; *Minority Groups; Partnerships in Education; School Holding Power; Student College Relationship; Student Recruitment; Teacher Improvement

This report summarizes the available evidence on approaches and strategies of colleges and universities in their efforts to improve minority student access to higher education through school-college partnerships. The analysis distinguishes between partnerships whose efforts are focused on serving students directly and partnerships that promote school improvement or teacher renewal. Part 1 considers the more common student-focused initiatives and reviews target population, point of initial contact, nature of contact, academic focus, service delivery plant, relationship with regular educational system, transmission of admission and financial aid information, exposure to college experiences, parental role, discipline or career focus, mentoring, tuition or admissions guarantee, and earning college credit. The report argues that student-focused programs cannot meet broader objectives for increased minority student access to college. Part 2 considers the systemically focused partnerships that address teacher renewal, curriculum development and school reform issues. This review covers nature of school and college involvement, focus, student components, objectives, governance structure, national and regional efforts, funding, and incentives. (Contains over 140 references.) (JB)

ED 364 155 HE 026 952

College and University Employee Retirement and Insurance Benefits Cost Survey, 1990.
PUB DATE- 90
NOTE- 70p.; For the 1989 and 1992 surveys, see ED 229 240 and HE 026 953.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Employees; *Expenditures; Fringe Benefits; Health Insurance; *Higher Education; *Insurance; Private Colleges; Professional Education; Public Colleges; *Retirement Benefits; Tables (Data)
IDENTIFIERS- Life Insurance

This report, the seventh in a regular biennial survey series, and Beyond (HSB) study extrapolated from a sample of 6,030 graduates who did not enter college in the fall of 1980. The sample had a higher minority population (25 percent) and was somewhat below the HSB average in socioeconomic status; the sample had about equal numbers of males and females. For each month and quarter during the study period, graduates were classified as follows: (1) neither working nor in school; (2) working but not in school; (3) in school but not working, or (4) working and in school. The study found that about 39 percent of the youth were neither working nor in school at the start of the period, but only 20 percent were in this category 6 years later. The study also found that 60 percent of the youth were working but not in school in 1980, increasing to 71 percent by 1986, and that the percent of students in school but not working went from .2 percent to 2 percent in the time frame. Students who were both working and in school increased from less than one-half percent to 7 percent during the 6 years. The most striking finding was that 20 percent of the youths were neither working nor in school 6 years after high school graduation, with this state more common among females than males, and among Hispanics and Blacks than among Whites. However, only a small fraction of the sample could be classified as "underclass." The study also concluded that high school program and test scores made little difference in the positions of graduates 6 years later. An emerging pattern of students being both in school and working, with both delayed college entrance and prolonged attendance, was noted. (KC)

ED 363 694   CE 064 877

Crain, Robert L.; And Others
The Effectiveness of New York City's Career Magnet Schools. IEE Brief Number 4.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Jun 92
NOTE- 5p.; Based on ED 344 064.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Education; Disadvantaged Youth; *Dropout Prevention; Educational Environment; *High Risk Students; High Schools; *Magnet Schools; *Outcomes of Education; School Effectiveness; *Urban Schools; *Vocational Education
IDENTIFIERS- *New York City Board of Education

A study compared the ninth-grade performance of students who were randomly admitted to New York City career magnet high schools to those who were randomly not offered seats in those schools. The research measured the effect of career magnets on students of average and low reading ability whose academic records were not strong enough to gain them admission to a selective magnet school. Analysis was based on results for 3,272 students with average reading scores and 986 students whose reading tests put them in the bottom 16 percent. Some of the results of the study were the following: (1) there was an extraordinarily high increase in high school enrollment of low readers who were assigned to freestanding career magnet programs; (2) in freestanding career magnets, low readers were two to four times more likely to pass the Regents mathematics test than similar students in comprehensive schools; (3) average readers in magnet schools increased their reading skills more than twice as much as comparable students in regular comprehensive schools; (4) average readers in freestanding magnets earned one-introduction and step-by-step procedure, and evaluation. Among the elements included in the instructor resource sheets are the following: activity topic, essential elements, overview, challenge statement, systems model, critical thinking skills reinforced, teaching tips, instructional strategy, equipment/supplies, evaluation key, support materials, modifications for special needs students, and illustrations. The following are among the module topics: understanding manufacturing, modern plastics, types of business ownership, flow and operations of products in production, quality control, finances and marketing, manufacturing in industrial space stations, space technology, determining construction needs, estimating building materials, understanding foundations, structural materials, home costs and affordability, adapting homes for persons with disabilities, living in outer space, construction careers, building a space station, problem solving, and the work process. Also included are guidelines for using the laboratory activity materials, instructional planning outlines and worksheets, and the common essential elements of an introductory technology course. Many modules are also appropriate for high school students. (MN)

ED 363 712   CE 064 927

Brame, Ray; And Others
Technology Systems. Laboratory Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Integrated Curriculum; *Laboratory Experiments; Laboratory Manuals; *Laboratory Procedures; *Learning Activities; Secondary Education; Teaching Methods; Technical Occupations; *Technological Literacy; *Technology Education; Trade and Industrial Education

This guide contains 43 modules of laboratory activities for technology education courses. Each module includes an instructor's resource sheet and the student laboratory activity. Instructor's resource sheets include some or all of the following elements: module number, course title, activity topic, estimated time, essential elements, objectives, activity overview, challenge statement, systems model, interfacing information for other disciplines, critical thinking skills reinforced, teaching tips, instructional strategy, equipment and supplies needed, evaluation key, support materials, recommended modifications for use with students with disabilities or limited English proficiency, and illustrations. Student activities contain some or all of the following elements: activity module number, course title, activity topic, activity overview, challenge statement, objectives, vocabulary and concepts reinforced, equipment and supplies, introduction to the activity, procedure, and evaluation. Some of the topics covered by the modules are the following: what is technology?, problem solving, team problem solving, inventions and innovations, digital video, computer animation, technical drawing, print shop, solar energy, wind energy, rubber-band powered vehicle, basic systems of manufacturing, building a lake house, transportation-related construction, batch manufacturing, computer simulation, the bridge design challenge, and acid rain. (KC)

ED 363 729 CE 064 957

Newman, Anabel P.; And Others
Prison Literacy: Implications for Program and Assessment Policy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Correctional Education; *Correctional Rehabilitation; Demonstration Programs; Educationally Disadvantaged; Educational Policy; Educational Research; Females; Illiteracy; *Literacy Education; Literature Reviews; Minority Groups; Prisoners; Program Evaluation; Public Policy; *Recidivism; Student Evaluation

The United States confronts the problem of a large and growing prison population, the majority of which is insufficiently literate. Added to the general effects of educational disability are the marginalizing factors of ethnicity, class, socioeconomic deprivation, and other handicaps. Historically, the situation in prison literacy is 150 years of reform attempts with uneven results, spotty application, and meager support. Despite increasing legal and social opinion in favor of inmates' greater rights to literacy and education, practice still lags far behind statute. Studies by U.S. and Canadian researchers reveal that the "right kind" of education in prison can reduce recidivism. The "right kind" of education is not premised on a penal mentality, but seeks to include moral education, democratic self-rule in the "just community," and instruction in the humanities, with a strong cognitive appeal, delivered by means of andragogical methods. An ideal program in prison literacy is one that educates inmates broadly, is governed for the sake of the learners, is cost effective, improves quality of life, and makes appropriate use of educational technology. Prison educators should critique current assessment and evaluation methods, undertake new and improved approaches, and establish improved standards. (Appendixes include a checklist of questions to analyze programmatic prison education, 84 endnotes, and 830 references.) (YLB)

ED 363 730 CE 064 958

Kutner, Mark A.; And Others
Management Information Systems in Adult Education: Perspectives from the States and from Local Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Programs; Agency Cooperation; *Computer Oriented Programs; Cooperative Programs; Coordination; *Data Collection; Data Processing; Federal Government; Government School Relationship; Information Dissemination; Information Utilization; Literacy Education; *Management Information Systems; State Government; State Programs; State Surveys; *Student Records; Technical Assistance

resource materials. (MN)

ED 363 748 CE 064 987

The Role of Counseling in Workplace Education: Educational and Career Counseling at New England Medical Center.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 93
NOTE- 60p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Assertiveness; *Basic Skills; *Career Counseling; Communication Skills; *Counseling Effectiveness; Cultural Differences; *Educational Counseling; Individualized Education Programs; Orientation; Resumes (Personal); Stress Management; *Workshops
IDENTIFIERS- Goal Setting; Massachusetts; *Workplace Literacy

This document, which is designed to assist workplace education practitioners in business, education, and labor partnerships funded through the Massachusetts Department of Education's Workplace Literacy Program, includes materials for an 18-month workplace education program that was developed as part of a partnership between the Asian American Civic Association and the New England Medical Center. The first third of the document outlines the program's career counseling component and includes sections on the following: program population, career counseling mission, outreach, career counseling links, role of career counseling in workplace education, and individual education plans (IEPs). The remainder of the document consists of curriculum outlines and instructional materials for a series of 1- and 2-hour workshops on the following topics: goal setting/IEPs, resume writing, orientation, stress reduction, communication/assertiveness, and diversity. Sample materials produced by students during selected workshops are also included. (MN)

ED 363 749 CE 064 988

Hillinger, Michael
Transforming the Training Manual into a Learning Experience.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 93
NOTE- 20p.; For related documents, see CE 064 978-987.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Computer Assisted Instruction; *Hypermedia; *Instructional Materials; *Literacy Education; *Material Development; Media Selection; Text Structure
IDENTIFIERS- Massachusetts; *Workplace Literacy

Text has traditionally been the mode used to convey information in educational settings, including workplace training. Unfortunately, printed materials have little to offer persons with reading difficulties. Text may be made easier to understand by using predictable structure, shorter sentences, and less demanding vocabulary; however, such procedures do

based Management Development.
PUB DATE- 93
NOTE- 22p.; For the other booklets in this series, see CE 065 050-054.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *College Programs; Competence; Foreign Countries; *Management by Objectives; *Management Development; *Personnel Management; Postsecondary Education; *Staff Development; Standards; *Technical Institutes; Vocational Education
IDENTIFIERS- *National Standards; United Kingdom

This booklet is designed to assist management development tutors, universities and other providers, and mentors in implementing standards-based management development within British further education colleges. Section 1 presents the case for using national standards for management development in further education. Discussed in Section 2 are the Management Charter Initiative (MCI) and the following structural components of the standards developed under the banner of the MCI: key purpose, key roles, units of competence, element of competence, assessment guidance, knowledge and understanding specifications, portfolios of evidence, and MCI personal competence. The following aspects of implementing standards-based management development are examined in Section 3: application of the generic model in the further education context, selection of a way forward, early experience of management standards in further education, competence audits, personal development plans and learning contracts, style of learning, and assessment and accreditation. Contains a list of 16 resource organizations and a 55-item bibliography. (MN)

ED 363 770 CE 065 054

Standards in Action. Using National Standards for Human Resource Management and Development in Further Education. 5. Standards-based Initial Teacher Training.
PUB DATE- 93
NOTE- 22p.; For the other booklets in this series, see CE 065 050-053.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *College Programs; *Experiential Learning; Foreign Countries; Labor Force Development; Postsecondary Education; Standards; *Teacher Certification; *Teacher Education; *Technical Institutes; Theory Practice Relationship; *Training Methods; Vocational Education
IDENTIFIERS- *National Standards; United Kingdom

This booklet explores the use of national standards to structure work-based initial teacher training for teachers working within British further education colleges. Section 1 examines the following aspects of the use of Training and Development Lead Body (TDLB) and Management Charter Initiative (MCI) standards for initial teacher training: reasons for using the standards, progression routes, work-based learning and assessment, accreditation, providers, and scheme planning. Discussed in of increased efforts to improve distance education and use it as a public policy tool are, however, becoming evident at both the government and institutional levels. (Appended are a 22-item reference list and bibliography of 15 state reports on distance education.) (MN)

ED 363 788 CE 065 102

Johnson, Richard L.; And Others
Project COPE: Community Corrections Education. Resource Manual.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- Sep 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Adult Programs; *Coordination; Correctional Education; *Correctional Rehabilitation; Criminals; *Delivery Systems; *Literacy Education; *Models; Recidivism; State Programs
IDENTIFIERS- 353 Project; *Texas

Based on a program developed in Texas, this guide was developed to help correctional educators coordinate educational services in the community with adult education program providers in order to provide appropriate programs for parolees and probationers. Following an introduction that explains terms of the criminal justice system and responsibilities of the Texas criminal justice system and the Texas Education Agency, the guide is organized in three chapters. Chapter 1 describes the general characteristics of offenders and of correctional education and suggests types of programs and strategies that are more likely to be useful in dealing with offenders. Chapter 2 discusses coordination of community adult education with criminal justice agencies. It includes descriptions of the roles of various agencies and methods for referring, enrolling, and tracing students. Chapter 3 describes various correctional education delivery models being used in Texas and summarizes their strengths. A 21-item bibliography is included in this chapter. Thirteen appendixes provide the following: information on adult education and correction programs in Texas, names of contact persons, and sample forms for referral and enrollment, transcript requests, and attendance verification. (KC)

ED 363 789 CE 065 105

Establishing Integrated Tech Prep Programs in Urban Schools: Plans Developed at the NCRVE 1993 National Institute.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 596p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Articulation (Education); Curriculum Development; Educational Objectives; Fused Curriculum; High Schools; *Integrated Curriculum; Partnerships in Education; Program Costs; Program Design; *Program

the work performed, education needed, average salaries, estimated employment in 1990, expected changes in the number of people employed in the field by the year 2005, and employment prospects. Part III describes where and how to obtain more information about occupations. Written sources of information about specific jobs and strategies for getting a job, writing a resume, and interviewing for a job are discussed briefly, and human resources also are described. The book also includes the following: a list of 32 references; DOT codes; answers to exercises; general index; SOC codes; DOT index of occupations; GOE index of occupations; and alphabetical index of occupations with corresponding SOC, DOT, and GOE codes. (KC)

ED 363 807 CE 065 185

Johnson, Amy W.; Summers, Anita A.
What Do We Know about How Schools Affect the Labor Market Performance of Their Students?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Assessment; Educational Research; *Employment Level; *Employment Patterns; Graduate Surveys; High School Graduates; High Schools; *Job Performance; Labor Market; *Outcomes of Education; Program Effectiveness; Program Evaluation; Role of Education; *School Effectiveness; Vocational Education; Vocational Followup

Seventeen studies that linked school characteristics and labor market performance were analyzed. Each met five criteria: labor market characteristics of students after they left high school were used as output measures, quality measures of schools were identified as inputs, reasonably sophisticated statistical procedures were used, "hard" measures of labor market outcomes were used, and labor market measures after graduation were reported. Findings indicated the following: the quantity and type of vocational coursework had the most positive effect, socioeconomic status variables affected student cognitive achievement results, job experience during high school improved earnings and work stability, students' other characteristics were not significant in explaining job performance, and school location did not appear to play a role in job performance. Recommendations for increasing job performance of students who would go directly into the labor market after graduation were to focus on improvements in vocational education programs, foster job participation, and reward better teachers and schools. A longitudinal study was recommended to track the links between school characteristics and performance of students who go directly into the job market. (Two tables in the report summarize the 17 studies. Appendixes include a 23-item bibliography, a complete listing of empirical findings of school-related inputs and labor market outputs summarized in Table 1, and a detailed summary of the 17 studies and 5 others of interest summarized in Table 2.) (YLB)

ED 363 808 CG 025 079

Wells, Ruth Herman
Learning To Like the Kid in the Mirror. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.

The purpose of this study was to examine the use of the Self-Directed Search: Computer Version (SDS:CV) in a university career center's service delivery and research activities. Data were collected from a sample of 180 clients over a 16-month period, using the information provided in the professional summary report of the SDS:CV. Social and Enterprising types were the most common client codes (57%), and the mean Vocational Identity score from the My Vocational Situation was 5.26. Additional data about the client group were examined regarding the secondary constructs from Holland's theory of congruence (expressed versus assessed Holland codes), differentiation, consistency, commonness, need for information, and vocational choice barriers. Low vocational identity items endorsed by 80% of the clients also were identified. An analysis of cost information for software and staff resources indicated that the SDS:CV was used at a cost of $10.10 per client in this setting. Discussion focused on the application of research information provided by the SDS:CV in designing career interventions, using the secondary constructs in career counseling, developing outreach programs, comparing and contrasting the paper and computer versions of the SDS, and the use of theory-based career interventions. (Author)

ED 363 828   CG 026 011

Sampson, James P., Jr.; Norris, Debra S.
The Financial Status, Organizational Structure, and Staffing of Career Information Delivery Systems in the United States: Technical Report No. 16.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Mar 93
NOTE- 81p.; For related documents, see CG 026 002-010.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Career Development; *Career Guidance; *Computer Uses in Education; *Delivery Systems; Financial Support; *Information Dissemination; *Organizational Climate

The purpose of this study was to collect, analyze, and disseminate baseline data to aid computer-based career information delivery system (CIDS) operators and state and federal policy makers in making more informed decisions about the financing, organizational structure, and staffing of CIDS. CIDS are computer-based resources that provide information on occupations and related education and training opportunities. The study population was defined as the 45 state occupational information coordinating committee (SOICC)-recognized CIDS, plus CIDS operating in California, Connecticut, and New York. Since Missouri has two separate SOICC-recognized CIDS, the total possible number of CIDS was 49. Forty-seven CIDS returned the CIDS Information Collection Form, yielding a final response rate of 96%. The results revealed that user fees provided between 47 and 51% of CIDS funding. The greatest change in funding involved the increase in user fees. In terms of organizational structure, a diversity of agencies and organizations served on many CIDS governing and advisory boards. In terms of staff responsibilities, it appears that less time is allocated to training in comparison with other staff duties. Seventeen data tables and other relevant forms are appended. (NB)

ED 363 829   CG 026 012

counseling programs. The report concludes with a section on plans for improving services at the center. Relevant materials are appended. (NB)

ED 363 847 CG 026 030

Schmidt, Fran; And Others
Peacemaking Skills for Little Kids. Second Edition. Revised.
PUB DATE- 93
NOTE- 105p.; Product of the Peace Works Series. For related documents, see CG 026 031-034.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Communication Skills; *Conflict Resolution; Curriculum Guides; Elementary School Curriculum; *Elementary School Students; Grade 1; Grade 2; Holistic Approach; *Interpersonal Relationship; Peace; Primary Education; *Skill Development; *Young Children
IDENTIFIERS- Nonviolence

Peace education is a holistic and life-affirming process of skill building that empowers children to find creative and non-destructive ways to settle conflicts. The curriculum is built around the following concepts: (1) the basis for a peaceful world is an environment where children become friends, work and play cooperatively, and respect the interdependence of all living things; (2) we are all similar, yet unique human beings, who enjoy our commonalities, and accept our differences; (3) feelings are a bond we all share; and (4) peacemaking skills help us get along as responsible members of the human family. Each concept is reinforced by activities and visual aids to make the curriculum easy to use. Student pages are provided for use in grades 1 and 2. An annotated bibliography lists 192 books for children related to peacemaking skills. (SLD)

ED 363 848 CG 026 031

Schmidt, Fran; And Others
Mediation for Kids: Kids in Dispute Settlement. Second Edition.
PUB DATE- 92
NOTE- 71p.; Product of the Peace Works Series. For related documents, see CG 026 030-034.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Children; Classroom Techniques; Communication Skills; *Conflict Resolution; Decision Making; *Elementary School Students; Elementary Secondary Education; Peer Influence; *Peer Relationship; Problem Solving; *Secondary School Students; *Student Role
IDENTIFIERS- *Mediation; Mediators

The Kids in Dispute Settlement mediation program for grades 3 through 12 recognizes that conflicts are a part of everyone's life and that students can responsibly and constructively solve their own conflicts. Mediation uses the help of a third party to facilitate the conflict resolution process by working out differences non-judgementally. Student mediators are used because they do not threaten other students and can promote cooperation. Mediator training lessons are organized sequentially. They include objective, vocabulary, procedure, student pages, introduction, discussion questions, and closure. Student mediators should reflect the school population; and it

Reading Attitudes; *Reading Diagnosis; *Reading Difficulties; Reading Research; Reading Strategies; *Remedial Reading
IDENTIFIERS- Reading Management

A diagnostic evaluation was conducted on Thomas, a fifth-grade student, to identify levels of reading and major word identification strategies. Initial testing conducted at Thomas' home revealed that he appeared to have an unusually positive attitude toward reading, considering the difficulties it had presented him since kindergarten. Learning Experience Approaches have proved successful with Thomas, while phonic approaches have had limited success. Results of administration of an informal reading inventory indicated that Thomas was able to perform at the maximum instructional level of primer on the graded word lists, word identification in context, and comprehension. During oral reading, Thomas exhibited a highly top-down word identification process. Consequently, two monitoring issues should be addressed to Thomas when he is exhibiting his pattern of thinking about the meaning of a word, using the first letter or two as a cue, then incorrectly guessing: (1) what would make sense? (his strength); and (2) look closely at the letters, or syllables (his weakness). (Informal reading inventory data, a writing sample, descriptions of traditional and contemporary models of reading disabilities, a diagnostic teaching model,and a list of literacy instructional methods categorized according to strategic process are attached.) (RS)

ED 363 868 CS 011 467

McGinley, William; Kamberelis, George
"Maniac Magee" and "Ragtime Tumpie": Children Negotiating Self and World through Reading and Writing.
SPONS. AGENCY- Michigan Univ., Ann Arbor. Rackham Graduate School.; National Council of Teachers of English, Urbana, Ill.
PUB DATE- Dec 93
NOTE- 74p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; Elementary School Students; Instructional Effectiveness; Intermediate Grades; Language Arts; *Literacy; Program Effectiveness; *Reading Instruction; Reading Research; Urban Education; *Writing Instruction; Writing Research
IDENTIFIERS- *Educational Issues; *Literacy as a Social Process; Response to Literature

A study examined the effect of an alternative language arts program designed to encourage children to take up reading and writing in ways that they find personally, socially, and politically relevant. Throughout a school year, the development of the alternative language arts program in a third/fourth grade classroom in an urban school was documented. Extensive case studies were conducted on five children in the classroom. Data included: classroom observation; field notes; children's stories, poems, essays, and reading response journals; and in-depth conversational interviews that focused on the audiences and functions of the children's reading and writing. Results demonstrated the many different ways in which the children used reading and writing as vehicles for personal, social, and political exploration. Results also documented how particular children constructed their own unique repertoires of reading and writing functions--repertoires that reflected the geography. The curriculum guide includes: a list of objectives; a list of required activities; study guide questions for each of the three units; discussion questions for each of the three units; a list of projects; a vocabulary list; pre- and posttests; answer keys; a map test and answer key; and personal insights and reflections of the curriculum developer. (RS)

ED 363 888 CS 214 110

Samples of Students' Writing from the Grade 6 English Language Arts Achievement Test, June 1992.
PUB DATE- Jun 92
NOTE- 40p.; Text includes handwritten student writing.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Elementary School Students; Foreign Countries; Grade 6; Intermediate Grades; *Language Arts; *Student Evaluation; *Student Writing Models; Writing Achievement; *Writing Evaluation; Writing Skills; *Writing Tests
IDENTIFIERS- Alberta Achievement Testing Program

Presenting the full range of students' writing, this paper provides administrators, teachers, and students with samples of students' writing that exemplify the criteria used to score responses to the June 1992 Grade 6 English Language Arts Achievement Test. After an introductory section, the paper presents a general commentary; the writing assignment; samples of students' "ideas/planning pages," first drafts, and final drafts at each of five levels of writing achievement; and a discussion of developmental issues. The scoring guide for the composition part of the test is attached. (RS)

ED 363 889 CS 214 111

Domico, Mary Anne
Patterns of Development in Narrative Stories of Emergent Writers.
PUB DATE- Dec 92
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Developmental Stages; Elementary School Students; Primary Education; *Writing (Composition); *Writing Evaluation; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Beginning Writing; *Emergent Literacy; *Writing Development

A study was designed to identify and codify behavioral trends in the composing process of early writers' narrative attempts in literate environment instructional settings. The study also examined regressive patterns within behavioral responses to determine how development in one area of the writing task influenced the development in other areas. Subjects, 18 kindergarten, first- and second-grade students from three elementary classrooms in an integrated, urban public school, were interviewed weekly using structured interview procedures similar to techniques used by the teachers in the participating classrooms being studied. Data also included the students' actual writing products, transcriptions of students' rereadings

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Employer Attitudes; *Employment Qualifications; Factor Analysis; Higher Education; Job Skills; Motivation; *Public Relations
IDENTIFIERS- Professional Concerns

A study explored the motivational patterns of public relations (P.R.) professionals and the qualities sought in new employees by these professionals. A representative sample of public relations professionals was surveyed with a questionnaire that included Likert scales of motivational statements and skills sought. Common factor analysis with varimax rotation was used. Results from 669 respondents showed they tend to segment motivational statements into two distinct factors--similar to P. A. Sorokin's sensate and ideational points of view. Results also produced two factors of the qualities the respondents seek in new employees--again, similar to Sorokin's two views. P. R. college majors may find these descriptions helpful in recognizing which profile describes themselves best, and with which professional profiles they would work most productively. In interviews, public relations graduates need to listen for clues as to which profile best matches each prospective employer. (Nine tables of data are included.) Contains 16 references. (Author/RS)

ED 363 911 EA 025 014

Bates, Richard
Educational Reform: Its Role in the Economic Destruction of Society.
PUB DATE- Nov 92
NOTE- 21p.; Keynote address at the Joint Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Geelong, Victoria, Australia, November 22-26, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Theory; *Economic Impact; Educational Change; Educational Economics; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; *Privatization; School Choice; *School Restructuring; Social Control
IDENTIFIERS- *Australia

This paper examines the role played by educational reform (as advocated by economic rationalism) in the economic destruction of Australian society. It is argued that two mechanisms for containing economic difficulties are the plundering of the nation state and the application of new technologies of production. Strategies of educational reform, as advanced by economic rationalists, serve to privatize education (a mechanism of exclusion) and create structural controls through national curricular and evaluative standards. The reorienting of the educational system to secure appropriate skills for the world of work is based on specious grounds. The new managerialism to reduce professional autonomy reduces education to a handmaiden of the economy, appropriates public assets in the service of private interests, and subordinates the democratic interest of the people as a whole to the managerial interests of the few. One area of optimism is that actual implementation practices often modify official policy decisions. In contrast to the aims of economic-rationalist reform, a good school embodies a collegial, professional style interviews with the governor, and a literature review. Three theoretical frameworks are used to analyze the governor's agenda-setting actions: Light's (1991) analysis of policy costs; Ripley and Franklin's (1980) concept of the subgovernment; and Kingdon's (1984) policy windows. Under the headings of "credit versus content" and "credibility versus control," several conclusions are made. First, policy entrepreneurs who are ready with reform proposals when the policy window opens are likely to get their proposals enacted. Second, the following outcomes are likely when the iron triangle of subgovernment is broken: Education representatives have no more credibility than anyone else; they may have less credibility; nobody is completely in control; and politicians know how to jump ahead of the process and look like leaders. Two tables are included. (LMI)

ED 363 930 EA 025 401

Black, Harry; And Others
School Improvement in the Developing World: An Evaluation of the Aga Khan Foundation Programme.
SPONS. AGENCY- Aga Khan Foundation, London (England).; Canadian International Development Agency, Ottawa (Ontario).; Overseas Development Administration, London (England).
PUB DATE- Sep 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cost Effectiveness; *Developing Nations; Disadvantaged Environment; *Educational Improvement; Educational Quality; Elementary Education; Foreign Countries; Program Evaluation; Student Centered Curriculum; Teacher Improvement
IDENTIFIERS- *India (Bombay); Kenya (Kisumu); *School Improvement Programme (Aga Khan Foundation)

This document presents findings of an evaluation of two projects of the Aga Khan Foundation's School Improvement Programme located in Kisumu, Kenya, and Bombay, India. The program is based on the assumption that effective change consists of a focus on the individual school, clinical methods of teacher development, and improved school management. Data were collected through classroom observations; semistructured interviews with key project administrators, teachers, and parents; informal interviews with project managers, staff, and teachers; surveys of teachers of parents; and pupil tests. Overall, the program was found to be highly successful. However, the projects need to ensure that professional-development strategies remain in place, improve the cost effectiveness of clinical staff development, and provide more focused training of headteachers. The emphases on individual schools and child-centered learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and did facilitate students' development of noncognitive and social skills. Recommendations are offered for project policy formation and planning. This report contains: a review of the literature; two case studies--of the Kisumu and Bombay projects respectively; a summary of the evaluation of the principles underpinning the Aga Khan Foundation model; and appendices containing the teacher questionnaire, terms of reference, and evaluation instruments. Thirteen tables and two figures are included. Contains 36 references. (LMI) level of interconnectivity. Eight figures are included. (LMI)

ED 363 952 EA 025 435

Cohen, Elizabeth G.
Restructuring the Classroom: Conditions for Productive Small Groups.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Achievement; Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; *Group Dynamics; Instructional Innovation; Interaction; Interpersonal Relationship; *Learning Strategies; *Self Directed Groups; *Small Group Instruction; Student Motivation; Student Participation; Teamwork

This paper offers a synthesis of research on cooperative learning in small groups. The main challenge for teachers who utilize cooperative learning is to stimulate the type of interaction desired according to their teaching objective. A generalization regarding student interactions is that if students are not taught differently, they will tend to operate at the most concrete level. Student participation in a task group that is structured to foster resource- or goal-interdependence appears to increase student motivation and performance. The effectiveness of the group structure depends on the task's complexity and uncertainty and on the extent to which the instructions attempt to micromanage the interaction process. Information is also offered on ensuring equity in interaction, managing the interaction, and unsettled issues, such as special curricula and assessment. Successful implementation of cooperative learning also requires staff development and principals who demonstrate effective managerial skills and instructional leadership. (LMI)

ED 363 953 EA 025 437

Prager, Karen
Social Capital: The Foundation for Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Coordination; *Community Development; Community Programs; *Community Services; Disadvantaged Environment; Elementary Secondary Education; *Partnerships in Education; *School Community Relationship; *Social Networks; Social Services
IDENTIFIERS- *Social Capital

This "issue report" contains three articles centered around the concept of "social capital", and the role of the schools in community revitalization. "Social captial" consists of organizational networks of communication and shared values that provide collective support for adults and youth in a community. In "Social Capital and the Rebuilding of Communities," Gary G. Wehlage offers a more complete definition of social capital,

PUB DATE- Oct 93
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; Administrator Role; Communication (Thought Transfer); *Communication Skills; *Educational Administration; Group Dynamics; Higher Education; *Organizational Communication; Problem Solving

Communication is often identified as an essential aspect of leadership, an argument that is strongly supported by research on organizational change and leader effectiveness. This paper reviews that research and argues that this area of study should be formally addressed in teacher- and administrator-preparation programs. The paper also describes a university-based administrator-preparation program that incorporates the principles of experiential or problem-based learning and reflective practices to develop selected communication skills. The first instructional objective of the course is to help students learn to identify a problem. Next, the course concentrates on teaching new communication skills, such as listening, being assertive, and understanding group processes. A total of 17 students out of 34 responded to a questionnaire and evaluated the course positively. Conclusions are that: (1) communication skills can be developed as part of an administrative preparation program; and (2) the basic communication skills are important for educators. (LMI)

ED 363 974 EA 025 460

Ovando, Martha N.
The Role of a School Leader in Generating Community Services.
PUB DATE- Oct 93
NOTE- 18p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Child Health; Community Coordination; Community Resources; Community Services; Elementary Secondary Education; Health Services; Principals; *School Community Programs; *School Community Relationship; *Social Services
IDENTIFIERS- *Austin Independent School District TX

This paper presents findings of a case study that examined the role of the principal in generating community services to address students' health and social needs. The school under study was an urban elementary school in Austin, Texas, which had implemented an innovative program to address student health problems. Data were derived through document analysis, observation, and interviews with the principal and other personnel. Findings suggest that successful collaboration between the school and community social services depends on the principal's role in making contacts, providing support, and being visible in the larger community. School leaders must be familiar with five factors that affect collaborative efforts--the community's sociopolitical climate, the communication and

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Case Studies; Change Agents; Change Strategies; *Compliance (Legal); *Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Federal Legislation; Infants; *Policy Formation; *Program Development; State Programs; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This study attempted to describe and explain the different approaches taken by policymakers in a diverse group of states, as they seek to implement Part H of the Individuals with Disabilities Education Act, which provides federal mandates and aid to assist states in planning and developing comprehensive multidisciplinary, interagency, coordinated early intervention service systems. Case studies were conducted in six states between December 1988 and December 1990. States (which are identified only by number for purposes of this report) were compared using a conceptual framework of four interrelated components: (1) the level and types of intended systems change desired by Part H policymakers; (2) the strategies selected to achieve system change; (3) the context in which this takes place; and (4) the particular stage or stages of policy implementation. Results are detailed for each of these four research concerns. The study concludes that two major forces exerted the major influence on the shape and timing of policy development: first, the people involved and, second, the sociopolitical environment. Throughout all six states a spirit of cooperation was observed, resulting in the construction of a policy base for a future coordinated, interagency, multidisciplinary service system. (DB)

ED 363 994 EC 302 562

Goldberg, Daniel; Goldberg, Marge
The Americans with Disabilities Act. A Guide for People with Disabilities, Their Families, and Advocates.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights Legislation; *Compliance (Legal); Definitions; *Disabilities; Employment; *Federal Legislation; Handicap Discrimination; *Legal Responsibility; Private Sector; Public Facilities; Public Sector; Services; Telecommunications; Transportation
IDENTIFIERS- *Americans with Disabilities Act 1990

The Americans with Disabilities Act (ADA) of 1990 outlaws discrimination against people with disabilities. It is a bold and comprehensive law affecting employment, transportation, services provided by state and local government, services and accommodations offered by private businesses, and telecommunication access for people with communication impairments. This guide devotes one section to each of the law's four Titles. The section on employment (Title I of the ADA) reviews requirements concerning: employers and activities covered, the meaning of a "qualified individual with a disability," the concept of direct threat, pre-employment inquiry about disabilities, medical exams, medical insurance, and rights and remedies. The section on public services (Title

Change Strategies; Curriculum Based Assessment; *Delivery Systems; Demonstration Programs; Early Intervention; Educational Change; Elementary Education; Elementary School Students; Grade Repetition; Individualized Education Programs; Kindergarten; *Mainstreaming; *Prereferral Intervention; *Program Effectiveness; Program Evaluation; *Regular and Special Education Relationship; Self Concept; Social Integration; Special Classes; Special Education; *Special Needs Students; Student Attitudes; Teacher Attitudes; Teamwork
IDENTIFIERS- Iowa

The Neighborhood Schools Project in Iowa was designed to evaluate a new special education service delivery system emphasizing prereferral intervention, collaboration, problem solving assessment, and frequent performance monitoring. Approximately 130 students with Individualized Educational Plans at 12 schools and an equal number at comparison site schools were the subjects. Major findings included the following: teachers and principals were supportive of the collaborative model; prereferral interventions were seen as useful and resulted in fewer special education placements; problem solving assessments were found to be useful but to require significantly more time than traditional assessments; teachers gradually adopted frequent performance monitoring; there were no significant differences in academic achievement, social skills, or school behavior between students in the two delivery systems; and students in the experimental schools demonstrated significantly better self-concepts and attitudes toward school. Appended are the survey forms for regular teachers and principals, a listing of Project accomplishments, and a draft evaluation report by Laurence R. Sargent et al. titled "Promoted vs. Non-promoted Kindergarten Students in the Des Moines Public Schools, 1989-1990." This study found that the promoted students with special needs, who were provided services by itinerant teachers, generally performed better than those who were not promoted and were provided special class instruction. (DB)

ED 364 013 EC 302 582

Himmelman, Arthur T.
Helping Each Other Help Others: Principles and Practices of Collaboration. ARCH Factsheet Number 25.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Jul 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Community Programs; *Cooperation; Cooperative Programs; *Disabilities; Models; Participative Decision Making; Program Development; *Respite Care
IDENTIFIERS- *Crisis Child Care

This fact sheet focuses on principles and practices of collaboration, especially between community crisis nursery and respite care services for families of children with special needs. First, the paper distinguishes among various ways to share resources, including networking, coordination, cooperation, and then collaboration, which is seen as encompassing the other concepts and resulting in mutual benefit for the participating organizations. Examples of collaboration follow, such as using the agency that licenses foster homes to

Inclusive Classroom: Staff Development and Teaming Strategies" (Barbara Ayres and Luanna H. Meyer); "The McGill Action Planning System (MAPS): A Strategy for Building the Vision" (Terri Vandercook et al.); and "Including Students with Disabilities: Some Factors to Consider" (Janet Duncan). Part II consists of a bibliography of approximately 310 items grouped into the following categories: administrative leadership, team approach/effective schools, accommodating curriculum, friendships and peer supports, families, program development, philosophy, inclusion strategies, teachers, cooperative learning, legal aspects, videos, general texts and periodicals, and annotations of selected books. (DB)

ED 364 032 EC 302 602

Herwig, Julia; Herman, Patti
Portage Multi-State Outreach Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 17 Nov 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Demonstration Programs; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Family Programs; Information Dissemination; Mainstreaming; *Minority Groups; *Outreach Programs; Program Development; Services; *Social Integration; Staff Development; *Technical Assistance; Workshops; Young Children
IDENTIFIERS- *Portage Project

This final report of the Portage Multi-State Outreach Project discusses the project's activities in assisting states, agencies, and local programs to plan, develop, and provide services for unserved and underserved young children with disabilities and their families across a variety of settings and program options. Specifically the project provided: (1) training throughout the country relative to least restrictive settings for children with disabilities in homes, day care programs, and classrooms; (2) technical assistance on issues related to service development and delivery; and (3) the dissemination of materials for working with young children and their families. Project Outreach activities affected over 100 personnel from state education agencies, lead agencies, public schools, day care centers, hospitals, universities, technical schools, Head Start programs, tribal councils, developmental disabilities boards, private service agencies, institutions, and professional organizations. Special efforts were made to work with typically underserved groups including Native Americans and migrant populations. Over 15,000 children and families were indirectly affected by Portage Outreach activities. Further effects are expected through the Project's certification of trainers and the development and publication of materials to facilitate the process of implementing family guided services. An appendix details results of a teacher and parent survey of home-based programs. (Contains 53 references.) (DB)

ED 364 033 EC 302 603

Hagerman, Randi Jenssen, Ed.; McKenzie, Pamela, Ed.
International Fragile X Conference Proceedings (3rd, Snowmass/Aspen, Colorado, 1992).

NOTE- 345p.
LANGUAGE- Spanish
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; *Computation; Daily Living Skills; *Disabilities; Elementary Secondary Education; Fractions; Geometry; Lesson Plans; Mathematical Concepts; *Mathematics Curriculum; Mathematics Instruction; *Mathematics Skills; Measurement; Metric System; Monetary Systems; Numbers; Spanish Speaking; Special Education; Teaching Guides; Teaching Methods; Time; Volume (Mathematics); Weight (Mass)
IDENTIFIERS- *Puerto Rico

The fundamental importance of basic mathematics to daily life is emphasized in this teacher's guide for special education teachers in Puerto Rico. While it is necessary for the teacher to determine the needs and abilities of each student and adapt the curriculum accordingly, this guide presents, in Spanish, a set of lesson plans, each with an objective and suggested activities toward the objective. Activities are chosen for their practical relevance. Skills are presented in the following areas: (1) numeration, including cardinal, ordinal, and Roman numerals; (2) basic mathematics operations, including fractions and decimals; (3) measurement of time, temperature, volume, weight in the English and metric systems, and the monetary system; and (4) principles of geometry. An appendix provides specific guidance in teaching basic mathematical operations. (Contains 12 references.) (SLD)

ED 364 053 EC 302 626

Costura Basica (Principios Basicos para el Estudiante con Impedimentos Leves y Moderados) Documento de Trabajo Guia Curricular para el Curso. Basic Sewing (Basic Principles for the Student with Light and Moderate Disabilities. Course Curriculum Guide. Working Document).
PUB DATE- 90
NOTE- 243p.
LANGUAGE- Spanish
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Clothing; Clothing Instruction; Daily Living Skills; *Disabilities; Educational Objectives; Elementary Secondary Education; Lesson Plans; *Sewing Instruction; Spanish Speaking; Special Education; Teaching Guides; Teaching Methods; *Vocational Education
IDENTIFIERS- *Puerto Rico; Sewing Machines

This guide has been prepared by the Puerto Rico Department of Public Instruction for special education teachers teaching domestic sewing. It includes informative and easy to comprehend material for students of both sexes with mild to moderate disabilities. The material is developed through varied strategies and activities that relate to the students' daily lives. Units include: (1) selection and purchase of clothing; (2) care of clothing; (3) textile fibers; (4) the sewing machine; (5) sewing equipment; (6) commercial sewing patterns; and (7) seams and finishings. Each unit consists of a series of skills to develop with their conceptual contents and suggested activities. Appendixes contain a discussion of common problems with sewing machines and eight homework sheets with diagrams. (Contains 4 references.) (SLD)

ED 364 054 EC 302 627

the nature of language aptitude, what characterizes it, and its significance. The research reviewed dates back to the 1920s. Tests used to assess aptitude are then discussed, from the Iowa Foreign Language Placement Test and others produced in the 1920s, through introduction of an auditory component in the 1940s, development of tests for military purposes during and after World War II, to correlation of aptitude test scores with achievement in the 1960s and 1970s. In the 1980s, it is noted, greater attention was given to learning styles and personality traits as significant factors in language aptitude. The uses of aptitude tests are then addressed, including: (1) providing students with experience in using learning styles other than their normal preferences, and (2) adapting curricula and expectations to student aptitudes. It is proposed that there is a need to develop tests predictive of student success in language study. A brief bibliography is included. (MSE)

ED 364 076 FL 021 605

Echols, Catherine H.
The Role of Linguistic Context in the Identification of Nouns and Verbs by Young Language Learners.
PUB DATE- Oct 92
NOTE- 12p.; Paper presented at the Boston University Conference on Language Development (Boston, MA, October 23-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attention; Child Language; Infants; *Language Acquisition; Language Research; *Learning Processes; *Nouns; Syntax; *Verbs; *Vocabulary Development

A study of infant language acquisition investigated the possibility that perceptual or attentional tendencies may guide early word learning by directing infants' attention in linguistically relevant ways. In the experiment, infants aged 9 to 13 months watched a puppet show; with some children, sentences labeling either the objects (noun-frame condition) or the actions (verb-frame condition) were presented, and with others, they were not (unlabeled condition). The amount of time the infants looked at the action or looked away was measured. It was predicted that infants who were given verbs or nouns to apply to the action and objects would focus more attention on them than those for whom no labels were given. Noun-frame condition subjects paid more attention than unlabeled condition subjects. Verb-frame condition subjects paid less attention than those in the noun-frame condition but more than those in the unlabeled condition, suggesting that the noun-frame is more effective than the verb-frame, which is in turn more effective than non-labeling in directing attention to the object. These data were compared with previous, similar research. Results suggest that infants as young as 13 months are sensitive to prosodic cues to the structure of their language. (MSE)

ED 364 077 FL 021 607

Ihata, Anne C.
Takaaki Talking: A Case Study of Infant Language Acquisition in a Bi-Lingual Bi-Cultural Home.
PUB DATE- 93
NOTE- 57p.; Masters Thesis, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)

The Provision of an Equal Education Opportunity to Limited English Proficient Students.
PUB DATE- Dec 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Rights Legislation; *Compliance (Legal); Demography; *Educational Policy; Elementary School Students; Elementary Secondary Education; English (Second Language); *Equal Education; Federal Government; Federal Programs; Federal Regulation; *Limited English Speaking; *Public Policy; School Districts; School Responsibility; Secondary School Students
IDENTIFIERS- *Civil Rights Act 1964

This federal policy statement outlines policy on provision of education to limited-English-speaking school children. First, it describes briefly the demographics of this population and the academic difficulties faced by them, and the recent federal initiative for broadened educational opportunity, America 2000: An Education Strategy. Then, relevant requirements of Title VI of the Civil Rights Act of 1964 are summarized, and the Department of Education's Office of Civil Rights (OCR) policy on language minority students is chronicled, beginning with a 1970 memorandum and concluding with 1985 and 1991 statements. The final section discusses two general issues of compliance with Title VI provisions: (1) whether there is a need for the district to provide a special language service program to meet the educational needs of all language minority students (an alternative program); and (2) whether the district's alternative program is likely to be effective in meeting the educational needs of its language minority students. Procedures for school districts to use to ensure that their programs are serving this population effectively, and areas that OCR examines to evaluate program effectiveness, are outlined. (MSE)

ED 364 096 FL 021 670

Clijsters, W.; Verjans, M.
La quadrature du cercle: Comment combler les lacunes dans la competence en langue(s) etrangere(s) du public professionnel? (The Squaring of the Circle: How Can We Fill in the Gaps in the Foreign Language Competence of the Professional Public?).
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; *Educational Needs; Foreign Countries; Independent Study; Individualized Instruction; Instructional Materials; *Learning Processes; *Media Selection; Models; *Multimedia Instruction; *Professional Occupations; Program Descriptions; Second Language Instruction; *Second Languages
IDENTIFIERS- *Linguaplan Limbourg

A model of foreign language instruction for professionals, particularly those with limited time and budget, is proposed. Principal components of the model include: (1) a detailed, diagnostic linguistic profile of the learner, including lexical, grammatical, sociolinguistic, and sociocultural characteristics; (2) an inventory of the learner's specific language needs; (3) knowledge of the individual's learning style and preferences; and (4) careful selection of

In 1991, Saint Mary's University (SMU) (Canada) and Beijing Normal University (BNU) (China) began an 18-month joint teacher education project intended to meet professional needs of BNU foreign language teachers. The project had three components: professional development of teachers; adaptation of the existing national curriculum to meet special needs of prospective English-as-a-Second-Language (ESL) teachers; and creation of a professional resource library to support the adapted curriculum. Three goals were established: design the curriculum; provide professional development to implement and sustain it; and provide appropriate instructional materials. An agreement between the funding and implementing agencies outlined the responsibilities of each party. Materials and curriculum development were undertaken with close collaboration of Canadian and Chinese educators. A reading curriculum and a writing curriculum were designed, with input from both Chinese and Canadian professionals on content. Methodological concerns and other issues were addressed at this time. Three other activities helped shape the new curricula: an opportunity for two Canadians to teach second- and third-year writing classes; piloting of the writing course with first-year students; and creation of a professional resource library. Problems encountered include communication difficulties, lack of Chinese teacher release time, and logistics. Overall, success was achieved beyond expectations. (MSE)

ED 364 116 FL 021 722

Thompson, Linda
Ecolinguistic Biographies: Social Networks in a Nursery School.
PUB DATE- Sep 92
NOTE- 24p.; Paper presented at an International Conference on Maintenance and Loss of Minority Languages (3rd, Noordwijkerhout, Netherlands, September 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dialects; Discourse Analysis; *English (Second Language); *Ethnology; Foreign Countries; *Intercultural Communication; Language Research; *Language Role; Mainstreaming; Minority Groups; *Panjabi; *Preschool Children; Preschool Education; Socialization; Tape Recordings; Uncommonly Taught Languages
IDENTIFIERS- England; *Pakistanis

A British ethnolinguistic study described the language behavior of 12 preschool children during their first experience in a formal educational setting where they constituted a linguistic minority. All were third-generation, British-born children of Moslem parents of ethnic Pakistani background; their home language was a vernacular Panjabi. Data were drawn from naturally-occurring classroom discourse, recorded on individual tape recorders, and observation of interactions. Data analysis focused on patterns of language use. Specifically, it looked at when individuals chose to speak, preferred interlocutors, choice of language, the individual's role in discourse (initiating, responding, terminating), silence, and discourse topic. The first level of analysis demonstrates the creation of social contexts through language use. Tape-recordings allowed reconstruction of each student's movements around the nursery, time spent on selected activities, and roles of other participants in those activities. The second level of analysis was of emerging social networks, the dynamics of group membership, and related patterns of language use. The report

IDENTIFIERS- *Active Learning

This bibliography lists 275 articles and monographs, mostly published in the 1980s, that address the use of active learning teaching methods at the postsecondary education level. Items are selected to produce a large illustrative sampling of published materials that can introduce the literature of active learning to faculty. Articles typically explore practical aspects of this methodology and classroom strategies. The bibliographic references are divided by discipline reflecting the use of specific active learning approaches such as audio-visual aids, case studies, class discussion, computers, debates, field work, games/simulations, groups, library assignments, performance, surveys, visual imaging, or writing assignments. Specific sections are categorized by the following disciplines: business, humanities, sciences, and social sciences. (GLR)

ED 364 136 HE 026 932

Hildebrand, William H., Ed.; And Others
A Book of Memories. Kent State University, 1910-1992.
PUB DATE- 93
NOTE- 327p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Activism; *College Environment; Cultural Influences; Demonstrations (Civil); Educational Change; *Educational Environment; Educational History; *Educational Trends; Higher Education; *Personal Narratives; Political Attitudes; Reminiscence; Social Change
IDENTIFIERS- *Kent State University OH

This book presents a historical overview of higher education trends, political climates, and social and cultural movements, as well as anecdotal reminiscences of campus life at Kent State University (Ohio) between its founding in 1910 and 1992. Essays by six faculty members and administrators provide their personal insights and memories of the major eras of Kent State's history, following the university from its normal school beginnings in 1910 to its present status as a comprehensive state institution of higher learning. The book also includes hundreds of black-and-white and color photographs selected from the University Archives, including pictures from the campus political upheavals that led to the May 4, 1970 intervention by National Guard troops and ensuing student deaths. (GLR)

ED 364 137 HE 026 934

In Brief. A Convenient Source of Facts about American Higher Education.
PUB DATE- Jul 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Degrees (Academic); *Educational Finance; *Enrollment; Foreign Students; *Higher Education; Land Grant Universities; Minority Groups; *Outcomes of Education; Outreach Programs; Postsecondary Education; Public Colleges; Research; State Universities; *Student Financial Aid; Trend Analysis; Tuition

This report provides recent (1991-92) facts and figures, about provides standardized comparative information on expenditures by colleges and universities for employee retirement and insurance benefits in 25 tables and 5 charts. The data, collected in 1990 from 634 institutions, reflect information supplied for either fiscal or calendar year 1989. They are displayed to show the following: distribution of employer retirement and insurance expenditures; types of expenditures; retirement and insurance expenditures by institutional category; retirement and insurance expenditures by region; retirement and insurance expenditures by institutional size; pension, life and health insurance expenditures; payroll deductions; payroll data. Study findings showed that the weighted average employer expenditure for retirement and insurance benefits was 21.1 percent of payroll or $6,026 per employee per year; that as a percent of payroll, total employer retirement and insurance expenditures ranged from under 6 percent to 32 percent or more; and that public comprehensive universities and colleges II (Carnegie Classification) reported highest average expenditures. Includes notes on the survey and a copy of the survey questionnaire. (JB)

ED 364 156 HE 026 953

College and University Employee Retirement and Insurance Benefits Cost Survey, 1992.
PUB DATE- 92
NOTE- 75p.; For the 1986 and 1990 surveys, see ED 279 240 and HE 026 952.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Employees; *Expenditures; Fringe Benefits; Health Insurance; *Higher Education; *Insurance; Private Colleges; Professional Education; Public Colleges; *Retirement Benefits; Tables (Data)
IDENTIFIERS- Life Insurance; Retired Persons

This report, the eighth in a regular biennial survey series, provides standardized comparative information on expenditures by colleges and universities for employee retirement and insurance benefits in 26 tables and 5 charts. The data, collected in 1992 from 577 institutions, reflect information supplied for either fiscal or calendar year 1981. They are displayed to show the following: distribution of employer retirement and insurance expenditures; types of expenditures; retirement and insurance expenditures by institutional category; retirement and insurance expenditures by region; retirement and insurance expenditures by institutional size; pension, life and health insurance expenditures; payroll deductions; payroll data; and retiree contributions for health care coverage. Study findings showed that the weighted average employer expenditure for retirement and insurance benefits was 21.1 percent of payroll or $6,654 per employee per year; that as a percent of payroll, total employer retirement and insurance expenditures ranged from under 6 percent to 32 percent or more though 70 percent of institutions fell within the narrower range of 14 to 23.9 percent; and that public liberal arts colleges I (Carnegie Classification) reported highest average expenditures. Includes notes on the survey and a copy of the survey questionnaire. (JB)

ED 364 157 HE 026 954

Fordyce, Hugh R.; Kirschner, Alan H.
Statistical Report, 1992.

fourth more course credits than average students in comprehensive schools; and (5) poor readers in magnet schools did less well than their counterparts in comprehensive schools in reading ability and credits earned. Poor readers in magnet schools also had more absenteeism, probably because they had to transport themselves across the city using public transportation. The study concluded that career magnet programs lead to higher achievement and lower dropout rates for inner-city youth and that the random assignment press provides substantial opportunities for students who are usually turned away by magnet school admission committees. (KC)

ED 363 695 CE 064 879

Berryman, Sue E.; And Others
Building the Middle. IEE Brief Number 7.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Oct 93
NOTE- 5p.; Based on ED 362 764.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Apprenticeships; Educational Change; *Educational Improvement; *Educational Needs; Educational Trends; *Futures (of Society); *Integrated Curriculum; *Job Training; Magnet Schools; Models; *Noncollege Bound Students; Postsecondary Education; Program Development; Secondary Education; Vocational Education
IDENTIFIERS- Tech Prep

Comprehensive high schools have developed into systems serving the high-achieving, college-bound students and the students who need remediation in basic skills, with little attention being paid to the large number of students who fall between these two levels. Little attention is paid to educating students for midlevel jobs that require more education today than they did previously. Attempting to change this situation, educators have developed a variety of learning arrangements and alternative approaches. They include the following: (1) cognitive apprenticeship, a problem-centered approach in which students become active learners through problem solving; (2) tech prep, which links vocational education in a secondary school to postsecondary technical education; (3) integrated academic and vocational education; (4) career magnet schools and academies that integrate academic and vocational education with a theme or focus school; (5) work-based youth apprenticeship, with a structured curriculum and a significant amount of education taking place on the job; (6) cooperative education, a less-structured approach, with students going to school part time and working part time; and (7) school-based enterprise, activities that encourage students to learn and use academic and entrepreneurship skills. These options should be measured against seven criteria to ensure that a model can be developed for building the middle. The models most likely to succeed should have the following design elements: the pedagogic and curricular principles of cognitive apprenticeship, the organizational elements of academic and vocational integration, the articulation and occupational cluster principles of tech prep, and the rigorous skills certification system of work-based youth apprenticeship. (KC)

ED 363 696 CE 064 891

ED 363 713 CE 064 928

Fair, Helena J.
Assisting in the Medical Laboratory. Instructor's Guide, Students' Manual, and Student Learning Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 257p.; For related student materials, see CE 064 929.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Biomedical Equipment; Citations (References); Classroom Techniques; Competence; Competency Based Education; Course Content; Educational Resources; Individualized Instruction; *Job Skills; Learning Activities; *Medical Laboratory Assistants; *Medical Services; *Medical Technologists; Postsecondary Education; Study Guides; Teaching Methods; Tests; Units of Study

The instructor's guide, the first of three documents in this package, is for a course to help students who are investigating the activities within a hospital, clinic, or physician's office. The material is designed to relate training experience to information studied in the classroom. The course is intended for individualized study and is competency based with educational outcomes stated for each unit. The instructor's manual provides a list of essential elements correlated to the units of instruction. A basic test, answers to tests, and answers to learning activities are included for each unit, and a competency chart is included. The materials are organized in 11 units: safety in the laboratory; organization of the laboratory; collecting and processing specimens; laboratory equipment; urinalysis; hematology; serology; microbiology; chemistry; the blood banks; and histology and cytology. The student's manual, the second of the three documents, is designed for use by students investigating the activities within a medical laboratory in a hospital, clinic, or physician's office. The material is designed to relate training experience to information studied in the classroom. It is designed for individualized study and is competency based, with educational outcomes stated for each unit. The student's manual contains learning objectives terms and definitions, and information relating to current practices. Topics addressed are: the organization, personnel, and types of equipment used in laboratories. Collection and processing of specimens are described. Techniques, both manual and automated, are discussed for the following departments: urinalysis, hematology, serology, microbiology, chemistry, the blood bank, and histology and cytology. Safety and quality control are emphasized. The illustrated units consist of objectives, terms and definitions, information sheets, and a summary. The manual also contains a list of 53 medical laboratory abbreviations and a bibliography listing 18 references. Individualized student learning activities are provided (in the last of the three documents) to encourage students to read and study the information presented in the medical laboratory assisting course. One or more learning activities are included for each of the 11 course units. Materials consist of questions to answer, suggested research activities, matching tests, and labeling activities. (KC)

ED 363 714 CE 064 931

The operation of computerized management information systems (MISs) for adult basic education in 27 states and 21 local programs was the focus of a research study. During 1991 and 1992, state adult education directors and MIS specialists were interviewed by telephone regarding MIS organization and content; local personnel were interviewed regarding data collection and use. Findings indicated that data were collected by local programs and maintained on computers, then transferred to states by modem or floppy disk. States maintained data in an aggregated format or in individual student records. Data collection by state MISs was strongly influenced by federal requirements. In 11 of 19 MISs that maintained individual student record data, there was an effort to share data or collaborate on data collection with other programs. Data collection by local providers was dictated by state and federal reporting requirements. Local program directors or the teachers themselves inspected printouts to check data accuracy. Each state provided workshops on data entry and computer program maintenance. Implementation was hindered by limited computer literacy, too short a timetable, insufficient funding to hire data entry staff, and inflexible software. Benefits of MISs to local programs were more accurate information and quick information generation. (Appendixes to the 22-page report include a comparison of computerized MISs, a chart of state MISs, and state survey reports.) (YLB)

ED 363 731 CE 064 959

Kaplan, David; Venezky, Richard L.
What Can Employers Assume about the Literacy Skills of GED Graduates?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Literacy; *Basic Skills; Dropout Characteristics; *Dropouts; Educational Research; *Employment Potential; *Graduates; Graduate Surveys; *High School Equivalency Programs; Literacy Education; Outcomes of Education
IDENTIFIERS- Young Adult Literacy Assessment (NAEP)

What can employers assume about the literacy skills of General Educational Development (GED) program graduates? A subsample of 1,012 young adults, aged 21 to 25, selected from the Young Adult Literacy Survey (YALS) was used to study this question. The sample consisted of all Caucasians, African-Americans, and Hispanics in the following categories: (1) high school graduates with no college education; (2) high school dropouts who did not study for or pass the GED; (3) high school dropouts who studied for the GED but did not pass it; and (4) high school dropouts who passed the GED tests. These groups, demographic variables, and measures of literacy-related activities comprised the three predictors. The dependent variables were the YALS prose, document, and quantitative literacy scales. Results of a series of block entry multiple regressions suggested that employers could assume that certain reliable differences in literacy skills remained between educational groups after taking into account differences in demographic characteristics and literacy-related activities. Although high school graduates were only slightly more proficient in literacy skills than those completing a GED, little to address the root shortcomings of instructional text in general and training manuals in particular. Hypertext and hypermedia are both effective in helping students/trainees compensate for their reading deficiencies. In hypertext, words and concepts in a text passage serve as keywords to which other information can be linked. Hypermedia involves the use of links to digital speech, music, still images, and video. This guide, which is designed to assist workplace education practitioners in developing effective instructional materials, describes the shortcomings of traditional text-based training materials, discusses the concepts of hypertext and hypermedia from the standpoint of their role in developing "responsive text," presents examples of responsive text, outlines the steps in developing responsive text, and offers suggestions regarding selecting the computer hardware and software required to begin developing responsive text materials. (Contains 13 references.) MN)

ED 363 750 CE 064 991

Pierce, W. Lee; And Others
Adult Basic Education Methodology and Curriculum.
PUB DATE- Jul 93
NOTE- 38p.; For related documents, see CE 064 992-994. A product of the Adult Education Program Development Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; Andragogy; Classroom Techniques; *Computer Assisted Instruction; *Curriculum Development; Futures (of Society); State Programs; *Statewide Planning; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Mississippi

As Mississippi approaches the 21st century and an increasingly more competitive business climate, the state should be prepared to develop its most precious business asset--its work force. According to 1990 data, Mississippi contributes only 8.5 percent of funding for adult education (the remaining 91.5 percent comes from federal sources) to serve less than 2.3 percent of the eligible population. Furthermore, Mississippi loses up to one-third of its potential high school graduates between grades 9 and 12. Mississippians in households that receive public assistance function at appreciably lower levels of proficiency than those which receive no public assistance. Mississippi must develop a curriculum for the education of those individuals who have not received a public school education. Historically, three approaches have been used to instruct adults: coding and decoding, competency-based instruction, and "portable skills." However, if the question is not one of methodology but rather one of instructional technique to enhance learning in adults, perhaps computer-assisted instruction (CAI) is the innovation that adult education requires. CAI is not a substitute for individual facilitator and learner interaction. The human relationship aspect of the adult basic education program is fundamental to the use of its techniques, methods, and materials. Teachers must also have the flexibility to try different methods with different people. (Contains 24 references and an appendix detailing years of formal schooling completed, by county.) (YLB)

ED 363 751 CE 064 992

Pierce, W. Lee; And Others

Section 2 are the following aspects of training delivery: essential ingredients of a standards-based scheme; steps in using standards; support mechanisms; roles and responsibilities of participants in the training process; processes completed by learners, mentors, assessors, and verifiers; suggestions for linking theory and practice, and wider human resources development benefits. Contains a list of 16 resource organizations and a 55-item bibliography. (MN)

ED 363 771   CE 065 057

Cassara, Beverly Benner
Adult Educators with a Global Perspective.
PUB DATE- 18 Oct 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Continuing Higher Education (55th, Jackson, MS, October 18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Adult Educators; *Global Approach; Institutional Mission; Institutional Role; *International Programs; Program Development; *Teacher Attitudes; *Teacher Participation
IDENTIFIERS- *International Council for Adult Education

The profession of adult education provides many excellent opportunities to enhance global understanding. One way for adult educators to become involved in international activities is through the International Council for Adult Education (ICAE). As a federation of adult education organizations that are organized in seven regions throughout the world, the ICAE maintains a series of international networks that are currently focusing on four high priority issues: the education of women, the environment, literacy, and peace and human rights. Adult educators can participate in ICAE activities through its institutional members, including the American Association of Adult and Continuing Education (AAACE) and Coalition of Adult Education Organizations. Among the many ways in which adult educators can become involved in international activities are the following: reading information on international programs available in publications of the ICAE, United Nations, and adult educational organizations in foreign countries; corresponding with foreign pen pals; joining volunteer organizations that sponsor international activities; receiving/housing foreign guests; applying to a foreign exchange program; joining the Peace Corps; and consulting. (This conference presentation also includes detailed information about the history of the author's involvement in the ICAE and her own international activities.) (MN)

ED 363 772   CE 065 058

Status of the NOICC/SOICC Network June 30, 1992. Administrative Report No. 18.
PUB DATE- Dec 92
NOTE- 36p.; For the 1991 report, see ED 341 799.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Education; Career Guidance; *Career Information Systems; Computer Oriented Programs; Coordination; *Databases; Decision Making; Diffusion

Development; Program Evaluation; Program Implementation; *Strategic Planning; Two Year Colleges; Urban Areas; *Urban Education; *Vocational Education
IDENTIFIERS- *Tech Prep

This document outlines the purposes and main activities of a 2-week national institute held in July 1993 in Berkeley, California. Ten teams of vocational and academic educators (125 high school and community college teachers, counselors, and administrators) from 10 major metropolitan areas were selected through a competitive application process to participate in the institute. The teams worked with two mentors (an expert practitioner and a graduate student) to develop a strategic plan for initiating or continuing the development of an integrated tech prep program within urban schools. The planning documents for integrated tech prep programs at high schools and community colleges serving the following major cities are included: Washington, D.C.; Cleveland, Ohio; Las Cruces, New Mexico; Saint Paul, Minnesota; Philadelphia, Pennsylvania; Tuscaloosa, Alabama; Detroit, Michigan; Oklahoma City, Oklahoma; Raleigh, North Carolina; and Baltimore, Maryland. Each plan includes information on some or all of the following: current programs (if any), planning team members, program philosophy, student outcomes, program structure, secondary-postsecondary partnerships/articulation, evaluation, and budget. (MN)

ED 363 790 CE 065 108

Jacobson, Louis; And Others
The Costs of Worker Dislocation.
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Costs; *Dislocated Workers; Economic Climate; *Economic Impact; Employment Patterns; Employment Programs; Job Training; Labor Economics; Labor Market; Models; Policy Formation; *Public Policy; *Retraining; *Salary Wage Differentials; State Surveys
IDENTIFIERS- *Pennsylvania

A study examined the earnings losses suffered by a group of experienced workers who separated from their firms in the early and mid-1980s. The quarterly earnings histories of a large number of Pennsylvania workers covering the period 1974 through 1986 merged with employment information about their firms served as the data set. Workers' earnings losses were estimated by comparing their postdisplacement earnings to their expected earnings had they not been displaced. The relationship between earnings losses and various worker and employer characteristics was examined. Experienced workers were found to have incurred substantial immediate and persistent earnings losses after they separated from their firms. Even 5 years after separation, many displaced workers' earnings were still down by more than 25% of their predisplacement earnings. Moreover, displaced workers' earning began diverging from their expected levels 2-3 years before they left their firms. Existing government programs were found to be incapable of compensating for more than a small portion of displaced workers' losses because most losses accumulate after workers are reemployed. It was recommended that, instead of bolstering existing programs, policymakers assist displaced workers by introducing income or wage subsidies. (Contains 10 tables; 29 figures; 73 references.) (MN)

PUB DATE- 93
NOTE- 35p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 080-086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Attitude Change; Behavior Change; Secondary Education; *Self Concept; *Self Esteem; *Youth Problems

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. It presents 20 lessons that focus primarily on building self-esteem and learning to like oneself. The first lesson introduces students to the concept of self-esteem, the second helps students to determine their own level of self-esteem, and the third helps them to understand the causes of low self-esteem. Other lessons assist students in formulating their own opinions of themselves and in rejecting assessments based on prejudices, bias, and the opinions of others. Several lessons show students how to recognize more of their positive attributes. Two lessons teach the difference between esteem based on internal and external forces. Other lessons explain how perfectionism can adversely affect self-esteem; teach students that no one wins all the time and that setbacks do not have to undermine esteem; and encourage students to emphasize the positive about themselves. Students are also taught about self-care and how to avoid self-blame for mistakes and setbacks. One lesson explains to students that not everyone is going to like them and that this does not need to lower their self-esteem. Students are taught to accept or improve the things they do not like about themselves and to acknowledge improvements they have made in their level of esteem. One lesson notes that some beliefs about life that students hold may be inaccurate and may undermine their self-esteem. The final lesson provides information to students on how to successfully make changes and set goals. (NB)

ED 363 809 CG 025 080

Wells, Ruth Herman
Ready, Set, Go! for Independent Living. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 91
NOTE- 35p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Independent Living; *Interpersonal Competence; Secondary Education; *Youth Problems

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. This document presents 20 lessons on the social skills necessary to live independently. It includes four lessons designed to help students accurately evaluate their readiness for independent living. Other lessons teach the basic steps for locating housing, for properly completing housing application forms, for making telephone contact with property managers to secure housing, for thoroughly investigating living sites before renting, and for successfully moving into one's own independent living site. Three lessons focus on laws, including the basics of local rental laws to aid students in complying with

Schuh, John H.
Report of Selected Plans of Entering Students at Wichita State University.
PUB DATE- Sep 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Career Choice; *College Freshmen; College Students; Expectation; Higher Education; *Planning; *Student Attitudes; *Student Participation
IDENTIFIERS- *Wichita State University KS

This study examined academic plans, plans for work, and plans to participate in student activities of students (N=1,017) entering Wichita State University in the fall of 1993. Nearly three-quarters of the participating students reported having selected a major. Over 80% of the students reported planning to work while attending the university and 80% indicated that they planned to participate in at least one student activity. Over three-quarters of the students reported that they planned to stay at Wichita State University for at least 2 years. A large percentage also reported planning to earn a bachelor's degree at the university. Other findings revealed that students who had chosen a major had more solidified plans for their association with the university than those who had not. Students with majors planned to stay at the university for a longer period of time and were more likely to plan on earning a degree at the university. The findings suggest that a number of students may be at risk, in the sense that they have not chosen a major, expect to enroll in a limited number of credit hours, and plan to work long hours. (The Wichita State University Entering Student Questionnaire is appended, as are 20 pages of data tables.) (NB)

ED 363 830 CG 026 013

Williams, Barbara A.; And Others
Factors That Measure Supervision Effectiveness: A Comparison of the SQ and SQ-R.
PUB DATE- Mar 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Clinical Psychology; *Competence; Counseling Effectiveness; *Counselor Training; Graduate Students; Higher Education; *Satisfaction; *Skill Development; *Student Attitudes; *Supervision
IDENTIFIERS- Supervision Questionnaire; Supervision Questionnaire Revised

This study attempted to identify relationships between three measures of supervision effectiveness (satisfaction, supervisor competence, and supervision's contribution to skill development) and 48 supervisor behaviors as presented in the Supervision Questionnaire-Revised (SQ-R) and to compare the results with those of a previous study conducted on the Supervision Questionnaire (SQ). Subjects were 42 masters and doctoral clinical psychology students at a small southeastern university. Each received the SQ-R in his/her mailbox following completion of a 150-hour therapy practicum. Correlational must be clearly recognized that disputes involving weapons, drugs, and physical or sexual abuse are not cases for mediation. Confidentiality is emphasized, and a procedure is explained for situations in which mediation does not resolve the conflict. The following sections are presented: (1) "Setting the Stage"; (2) "Understanding Conflict"; (3) "Listening, Paraphrasing, Probing"; and (4) "The Mediation Process." Each section contains student activities to reinforce the messages and provide mediation practice. (SLD)

ED 363 849 CG 026 032

Schmidt, Fran; Friedman, Alice
Fighting Fair. Dr. Martin Luther King, Jr. for Kids. Second Edition.
SPONS. AGENCY- Florida Endowment for the Humanities, Tampa.
PUB DATE- 90
NOTE- 77p.; Product of the Peace Works Series. For related documents, see CG 026 030-034.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Black Leadership; Brainstorming; *Children; *Community Leaders; *Conflict Resolution; Curriculum Development; Curriculum Guides; Decision Making; Elementary School Students; Intermediate Grades; Philosophy; *Problem Solving; Role Playing; Secondary Education; *Secondary School Students; Teaching Guides; Workbooks
IDENTIFIERS- Fairness; *King (Martin Luther Jr); Nonviolence

This curriculum guide for grades 4 through 9 uses the life and work of Dr. Martin Luther King, Jr., to teach conflict resolution and to explore the philosophy of non-violence for daily life. To enable students to learn and apply non-violence, it must be modeled in a classroom environment that builds trust and a sense of community. Each of the following sections of the Teacher's Guide contains student activity suggestions: (1) "See Yourself"; (2) "A Strong Man"; (3) "People Power"; (4) "Fighting Back"; (5) "Confronting Fear"; (6) "You Are You, I Am Me, We Are Us, Us Are We"; and (7) "The Power of Nonviolence." An appendix contains a Peacemaker certificate as a student award and a list of 10 other resources. Student pages parallel the teacher guide, in the same chapter format. Role playing is a significant part of the student activities suggested; and brainstorming, problem solving, and decision making are also promoted. An 18-minute video completes the program. Scenes from the civil rights movement are used to help students understand the dynamics of non-violence. (SLD)

ED 363 850 CG 026 033

Schmidt, Fran; Friedman, Alice
Creative Conflict Solving for Kids: Grades 3-4.
PUB DATE- 91
NOTE- 93p.; Product of the Peace Works Series. For related documents, see CG 026 030-034.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arbitration; *Conflict Resolution; Curriculum Guides; Elementary Education; *Elementary School Students;

interests, needs, and issues most central to their individual sensibilities and life histories. Findings suggest: (1) educators need to question viewing comprehension and production of the conceptual content of written texts as the primary functions of reading and writing; and (2) relocating classroom literacy activities within the concrete exigencies of children's lives seems to hold promise for the development of new and more productive forms of literacy pedagogy. (Five tables of data and two figures presenting student writing samples are included; 86 references, a taxonomy of personal, social, and political functions of reading and writing, and eight samples of student writing are attached.) (Author/RS)

ED 363 869 CS 011 468

Collins, Norma Decker
Teaching Critical Reading through Literature. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Childrens Literature; *Classroom Environment; Critical Reading; *Critical Thinking; Elementary Secondary Education; *Reading Processes; *Teacher Role; *Thinking Skills
IDENTIFIERS- ERIC Digests; Response to Literature

Noting that it is only within the last decade that schools have begun to identify ways to optimize language use to promote higher level thinking, this ERIC Digest focuses on developing thinking skills in reading. The digest discusses the impetus for critical reading, the use of children's literature as a tool for teaching thinking skills, a classroom environment which fosters inquiry, the active reader, and the teacher's role. (RS)

ED 363 870 CS 011 469

McMahan, Charlotte
Developing Vocabulary Skills in a Learning Disability Class through Cooperative Learning Groups. Application Project--Module 6. Collaborative and Cooperative Techniques.
PUB DATE- 3 Jun 93
NOTE- 17p.; Attachments contain handwritten material.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Learning; *Instructional Effectiveness; Junior High Schools; Junior High School Students; *Learning Disabilities; Learning Strategies; Program Descriptions; Student Attitudes; *Vocabulary Development; *Vocabulary Skills

A program was designed to help learning disabled junior high school students develop vocabulary skills through cooperative learning groups. Twelve students in the sixth or seventh grade spent 50% of the day in a learning disability resource program. The students were formed into mixed ability groups. Two commercially available programs designed for learning-disabled students were used. A modified scoring system and reward system were used to help motivate students individually and to and discussion of those products, and field notes. Results indicated: (1) a relationship between self-selection of task and emergent writing development; (2) an interactive relationship between instruction and assessment; and (3) the focusing/refocusing efforts of individual subjects is critical to understanding individual progressive tracks in writing. Findings suggest that: assessment of writing should not be removed from the context in which it was developed; assessment as it pertains to emergent writing needs to be redefined; and the focusing/refocusing phenomenon needs to be explored further. (Three tables and three figures of data are included. Contains 19 references. (RS)

ED 363 890 CS 214 112

Scholastic Journalism Week, February 20-26, 1994. Information and Information and Activities Packet.
PUB DATE- 94
NOTE- 21p.; For the 1993 packet, see ED 352 660.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Freedom of Speech; High Schools; High School Students; *Journalism Education; *Journalism History; School Publications; United States History
IDENTIFIERS- *Scholastic Journalism

Designed to help Journalism Education Association members and their students plan observances and involve the local media, this packet of information offers suggestions for celebrating Scholastic Journalism Week. The packet of information is designed to raise awareness of student publications in schools; promote First Amendment rights of high school students; promote the value of journalism in secondary schools; inform others of the academic and life skills students learn from publications; and recognize the efforts of advisers, journalism teachers, and students. The packet contains: (1) a history of American journalism in outline form; (2) a mock newspaper of famous events and people; (3) brief suggestions for 11 school activities; (4) brief descriptions of 10 classroom activities; (5) a model press release; (6) a list of the benefits of high school publications; and (7) a poster design. (RS)

ED 363 891 CS 214 113

Donlan, Dan; Black, Janet
The Pedagogical Content Course's Effect on the Lesson Plans of Two Student Teachers.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Educational Research; *English Instruction; Higher Education; High Schools; *Instructional Effectiveness; *Lesson Plans; Methods Courses; Preservice Teacher Education; Secondary School Teachers; Student Teachers
IDENTIFIERS- *English Teachers; Pedagogical Content Knowledge; To Build a Fire

A study investigated whether a course in pedagogical content in English would have an impact on the lesson plans of 11 student teachers. Students were directed to write lesson plans for the short story "To Build a Fire" by Jack London, both at the beginning of the course and at the conclusion. Student of curricular and pedagogical development within a secure school culture supported by community values and resources. In conclusion, economic-rationalist educational reforms constitute, through their denial of the social, a denial of the self. (LMI)

ED 363 912 EA 025 015

Bates, Richard
On Knowing: Cultural and Critical Approaches to Educational Administration.
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the Regional Conference of the Commonwealth Council for Educational Administration (Hong Kong, August 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Theory; Cultural Influences; *Educational Administration; Elementary Secondary Education; Epistemology; Foreign Countries; *Marxian Analysis; *Marxism; Social Structure; Social Theories
IDENTIFIERS- *Australia

This paper offers a critique of Evers' and Lakomski's 1991 book, "Knowing Educational Administration," and their discussion of neo-Marxist and critical theory. This paper argues that the science of educational administration is a historically contingent product of particular social forces and interests at a particular time. The kind of educational administration that was dominant during the 1960s and 70s separated educational from administrative concerns and privileged the latter. This paper describes how the Evers and Lakomski misinterpret Habermas and dismiss critical theory as subjectivist and examines problems with their choice of two major cultural theorists--Geertz and Sergiovanni. In conclusion, it offers an analysis of neo-Marxist organizational theory that has not been fundamental to the emergence of critical theories of educational administration. Second, their analysis of Habermas's early work is wrongly claimed as the basis of Bates's early work, as well as that of Giroux and Apple. Third, they fail to deal with Marxist/critical theories' political, social, and historical aspects. Philosophers who undertake analysis of educational administration should demonstrate care in the treatment of the arguments under examination, show proper reticence in representing social arguments, and avoid taking single instances as representative of the field under examination. (LMI)

ED 363 913 EA 025 265

Weston, Susan Perkins
School-Based Decision Making. A Guide for School Council Members and Others. Second Edition.
PUB DATE- Aug 93
NOTE- 144p.; For the first edition, see ED 341 124.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Advisory Committees; Decentralization; Decision Making; Elementary Secondary

ED 363 931 EA 025 402

Connell, W. F.
Reshaping Australian Education, 1960-1985.
PUB DATE- 93
NOTE- 724p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Educational Change; *Educational History; Educational Trends; Elementary Secondary Education; Federal Government; Foreign Countries; Government Role; Higher Education; Politics of Education; *School Restructuring; *State Curriculum Guides
IDENTIFIERS- *Australia

This book provides an overview of the educational events and ideas that emerged in Australia during the years 1960 to 1985. It offers a comprehensive view of Australian education, covering all levels from kindergarten to university. Focusing on the remodelling of curricula and the teaching process, the book describes and assesses the "curriculum revolution," an effort by educators to raise the quality of life in Australia. In an examination of the relationships between political, social, and cultural change, on the one hand, and educational thought and practice, on the other, chapters present information on the following: federal government initiatives, public examinations in secondary education, the development of Technical and Further Education (TAFE), tertiary education in transition, education for a multicultural society, education for the disadvantaged, changes in preschool and primary education, the development of curriculum style, and the growing politicization of educational administration. Fifty-three figures are included. (LMI)

ED 363 932 EA 025 403

Gronlund, Laurie E., Ed.
Striving for Excellence: The National Education Goals. Volume II.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 95p.; For volume 1 (1991), see ED 334 713.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Adult Literacy; *Educational Objectives; Elementary Secondary Education; Federal Government; Graduation; High Risk Students; Mathematics Achievement; *Performance; Program Effectiveness; School Readiness; School Safety; Science Instruction; Substance Abuse
IDENTIFIERS- ERIC Digests; *National Education Goals 1990

This document consists of 39 ERIC Digests, which are two-page research syntheses written by each of the 16 Clearinghouses that form the Educational Resources Information Center (ERIC) System. The digests describe issues, exemplary programs and promising practices, and research results related to the National Education Goals, a framework for action originally adopted in 1990. The introductory digest, "Understanding the National Education Goals," describes where America currently stands in relation to achieving the Goals. Background information, such as why and how the Goals were developed and the federal government's new focus, is also covered. The next showing its importance to a productive adult life and to the education of youth. "Community Partnerships Bring Community Revitalization," by Karen Prager, and an interview with Carlos Azcoitia, principal of John Spry Community School of Chicago, provide information on actual school-community projects. In Surrey County, Virginia, citizens have worked for 25 years to improve schools an other public facilities, stimulated by the National Association of Southern Poor. In Philadelphia, the University of Pennsylvania and other institutions have established cooperative ventures to enhance social services, such as the West Philadelphia Improvement Corps (WEPIC). In Chicago, an elementary school principal has convinced churches, clubs, and other community organizations to support the school. (LMI)

ED 363 954 EA 025 439

Maxcy, Spencer J.
Postmodern School Leadership: Meeting the Crisis in Educational Administration.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Administration; *Educational Philosophy; Elementary Secondary Education; *Epistemology; Feminism; *Hermeneutics; Higher Education; *Leadership; Moral Values; Organizational Theories; Power Structure; Social Theories
IDENTIFIERS- *Postmodernism; *Poststructuralism

A collection of chapters examines the applicability of postmodern/poststructural theory to educational leadership and school restructuring in the United States today. Based on the assertion that educational administration research and publications have been traditional, conservative, and naive, this book presents a review of Weberian positivism, Levi-Straussian structuralism, the new postmodern theories in light of existentialism, and deconstruction and hermeneutics. Following Chapter 1, "Introduction," by Spencer J. Maxcy, the book is divided into three parts and nine chapters. Part I, "Post Modern Knowing," has three chapters: (2) "Social Relativism: A Postmodernist Epistemology for Educational Administration" (James Joseph Scheurich); (3) "One Postmodern Feminist Perspective on Educational Leadership: And Ain't I a Leader?" (Jackie Blount); and (4) "A Postmodernist Analysis of Educational Administration" (Jon S. Davies and William Foster). Part II, "Postmodern Processes," has three chapters: (5) "Postmodernism and Educational Leadership: The New and Improved Panopticon" (Joseph R. McKinney and James W. Garrison); (6) "Education Administration in a Postmodern Society: Implications for Moral Practice" (Charles J. Fazzaro, James E. Walter, and K. Kelly McKerrow); and (7) "Qualitative Criticism" (James D. Swartz). Part III, "Postmodern Organization," has three chapters: (8) "Educational Administration in the Postmodern Age" (Bill J. Johnston); (9) "Moral Leadership in a Poststructural Era" (Louis F. Miron and Richard J. Elliott); and (10) "Reconceptualizing Higher Education Organizations" (Barbara Curry). An "Afterword: Postmodern Directions in Educational Leadership," by Spencer J. Maxcy, concludes the volume. References, an index, and a list of contributors are included. (LMI)

ED 363 955 EA 025 440

problem-solving process, people, policies, and resources. The role of the principal in attracting community services to the schools is becoming a fundamental one. Finally, participation in such community-school programs requires comprehensive, interdisciplinary evaluation. (LMI)

ED 363 975 EA 025 461

Pounder, Diana G.
Rigor in Traditional Quantitative Methods.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Analysis; *Data Collection; Educational Administration; Higher Education; Predictor Variables; Regression (Statistics); Reliability; *Research Design; *Research Methodology; *Robustness (Statistics); Salaries; Sex Discrimination; Validity; Women Administrators

This paper offers reasons for using traditional quantitative research methods and illustrates some of the considerations demanding rigor in a study on gender discrimination in school-administrator salaries. Traditional quantitative methods provide a meaningful language based on numbers and objectivity, and they are less time-consuming and complex than qualitative methods. A study that investigated predictors of administrators' salaries--those of 488 associate and assistant professors and 135 assistant professors--is described. Decisions made during the research-design, data-collection, and data-analysis stages--selecting the study framework, identifying relevant variables, and deciding to use an incremental cluster regression method--are described. The study concluded that gender had a significant effect on salaries, even after consideration of all other predictors. A conclusion is that the key in making decisions about research (the design, data collection, and data analysis) is to understand what is gained or sacrificed in the rigor of the study. Besides internal and external validity, reliability, and objectivity, an additional hallmark of rigor is congruency among the study's conceptual framework, the identified problem, research questions, and methodology. (LMI)

ED 363 976 EA 025 469

Bryk, Anthony S.; Rollow, Sharon G.
The Chicago Experiment: Enhanced Democratic Participation as a Lever for School Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 7p.; For the complete publication, see ED 351 793.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Decentralization; Educational Change; Educational Improvement; Elementary Secondary Education; *Participative Decision Making; *Politics of Education; *School Based Management; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

In December 1988 the Illinois State legislature passed the

II) covers: public service providers, accessibility including reasonable modifications, rules of integration, publicly funded/operated transportation, and rights and remedies. Title III is on public accommodations and covers the general rules and overall requirements, eligibility criteria, auxiliary aids and services, architectural and structural barriers, privately operated transportation, and rights and remedies. Title IV, on telecommunications, explains the ADA's provisions concerning telephone relay services, closed captioning of public service announcements, and rights and remedies. Also noted are miscellaneous provisions and effective dates of the ADA. Appendices list responsible agencies, resources, and parent training and information centers. (DB)

ED 363 995 EC 302 563

Peterson, Marilyn Strachan; Urquiza, Anthony J.
The Role of Mental Health Professionals in the Prevention and Treatment of Child Abuse and Neglect. The User Manual Series.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Child Advocacy; Child Neglect; Criminals; Definitions; Evaluation Methods; Family Problems; Incidence; *Intervention; Legal Responsibility; Mental Health; Mental Health Programs; *Mental Health Workers; Milieu Therapy; Models; *Prevention; Psychiatry; Referral; *Sexual Abuse; *Staff Role; Standards; Therapy

This manual is intended to provide mental health professionals with the information needed in the evaluation and treatment of maltreated children and their families. An introductory chapter briefly considers the roles of the various mental health disciplines in child abuse intervention, including psychiatry, psychology, clinical social work, psychiatric nursing, counseling, art therapy, and child abuse intervention as a subspecialty. The next chapter looks at specific roles of the mental health professional in primary and secondary prevention, tertiary intervention, evaluation and treatment, and advocacy. Next the responsibilities of the mental health professional are delineated for such concerns as reporting child abuse and neglect, referring children for medical evaluations, and establishing quality assurance practices and standards. The chapter following is devoted to definitions of child abuse and neglect and covers operational definitions, incidence estimates, effects of child abuse, physical abuse, sexual abuse, neglect, and assessing suicide risk. Mental health treatment issues and models discussed in the fifth chapter include intrafamilial child sexual abuse treatment, nonfamilial child sexual abuse treatment, self-help groups, and neglecting families intervention. The last chapter examines treatment modalities and covers procedures of the justice system, the therapeutic environment, confidentiality, and supervision. Attached are a glossary of terms and addresses of victim assistance programs. (Contains 30 references.) (DB)

ED 363 996 EC 302 565

license family care crisis nursery or respite care homes. Next, two collaborative models are explained, first, the collaborative betterment model which begins outside of the community by agencies or organizations and is brought into the community; and second, the collaborative empowerment model which begins within the community and is brought to agencies and organizations. The collaborative empowerment model is seen as more likely to effect long term change and community ownership. Key principles of this model are listed, followed by guidelines for an effective collaboration process. (DB)

ED 364 014 EC 302 583

Fishbaugh, Mary Susan
Section 504. Guidelines for Educators.
PUB DATE- Oct 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Attention Deficit Disorders; *Compliance (Legal); *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; Hyperactivity; *Legal Responsibility; Regular and Special Education Relationship; Rehabilitation; Residential Programs; School Responsibility; State School District Relationship; Student Evaluation; Student Placement; Transportation
IDENTIFIERS- Individuals with Disabilities Education Act; *Montana; *Rehabilitation Act 1973 (Section 504)

This manual, developed in Montana, is intended to assist schools in complying with Section 504 of the Rehabilitation Act of 1973 which requires the provision of services to people with disabilities in a nondiscriminatory manner. The first section provides an introduction to Section 504, noting that some students not covered by the Individuals with Disabilities Education Act (IDEA) may be covered under Section 504. The second section examines school district responsibilities under the law, including written assurance of nondiscrimination, designation of a compliance coordinator, grievance procedures, and procedural safeguards. Eligibility procedures under Section 504 for receiving a free appropriate public education are considered next, including referral, Section 504 student determination, evaluation procedures, the individualized program, placement, reevaluation, and procedural safeguards. A Section 504 policy/procedures checklist is attached. The fourth section looks at special issues including transportation, residential placement, nonacademic services, program accessibility, students with special health care needs, students with attention deficit hyperactivity disorder, and funding. Definitions of key terms in the law and a variety of sample forms to be used by schools are also provided. Appendices contain: (1) the text of Section 504 as amended in 1990; (2) memoranda from the Office of Civil Rights regarding substance abuse, distinctions between Section 504 and IDEA, and attention deficit hyperactivity disorder; (3) a systematic comparison of IDEA, Section 504, and the Americans with Disabilities Act; and (4) additional resources. (DB)

ED 364 015 EC 302 585

PUB DATE- 92
NOTE- 399p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Clinical Diagnosis; *Congenital Impairments; Diagnostic Tests; *Educational Methods; Educational Needs; Family Counseling; *Genetics; Individual Characteristics; Intervention; Learning Disabilities; Medical Evaluation; *Mental Retardation; Multiple Disabilities; Sex Differences; Special Health Problems; *Symptoms (Individual Disorders); Therapy
IDENTIFIERS- *Fragile X Syndrome

This proceedings document presents the texts or summaries of 52 papers given at a 1992 conference on Fragile X syndrome. Preliminary information includes names and institutional affiliations of conference faculty, information about the National Fragile X Foundation, awards presented at the conference, and a list of resource centers (by state). Papers are organized into the following four categories: (1) physical, cognitive, and behavioral phenotype and medical follow up (e.g., medical management, physical features, seizures, oculovisual dysfunction, learning disability, socioemotional characteristics of adult mentally retarded men with Fragile X syndrome, behavioral assessments, and psychosis); (2) educational and behavioral interventions (e.g., the Fragile X Educational Assistance Program, combined occupational and speech therapy, assistive technology, psychotherapy, vocational training, and facilitating a parent/family support group; (3) cytogenetic and molecular diagnostic testing (e.g., molecular genetics, the genetic lesion causing the disorder, genetic counseling, prenatal diagnosis, cytogenetics, prevalence of chromosomal abnormalities, and carrier testing of persons with suggestive family histories); and (4) social concerns (screening, economic impact of the Fragile X syndrome in Colorado, and ethical issues in the provision of genetic services). Papers include references. (DB)

ED 364 034 EC 302 604

Recruiting and Retaining Special Educators: It's Everybody's Job.
PUB DATE- May 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; *Disabilities; Elementary Secondary Education; *Labor Turnover; Personnel Needs; Preschool Education; *Special Education Teachers; Teacher Certification; *Teacher Recruitment; *Teacher Shortage

This bulletin deals with the critical shortage of qualified professionals in special education and related services which seriously hinders the nation's ability to serve the growing number of children and youth with disabilities, birth to age 21. For every 10.5 special education teachers now employed in the nation, school systems report needing one more to meet current demand. The supply of qualified and diverse personnel is not increasing sufficiently, and attrition in special education is higher than in general education. There is no single set of certification or licensure standards nationwide, and ineffective standards may exclude qualified persons and include unqualified persons. New certification approaches are being utilized, including generic, cross-categorical, or noncategorical certification; emergency certification; and

Principios de Nutricion y Alimentacion del Adolescente (Para Estudiantes con Impedimentos Leves y Moderados). Guia Curricular para el Curso Documento de Trabajar. Principles of Nutrition and Food for the Adolescent (For Students with Light and Moderate Disabilities. Course Curriculum Guide. Working Document).
PUB DATE- 90
NOTE- 165p.
LANGUAGE- Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Cooking Instruction; Curriculum Guides; Daily Living Skills; *Disabilities; Educational Objectives; Elementary Secondary Education; Foods Instruction; *Nutrition; Nutrition Instruction; Special Education
IDENTIFIERS- *Food Preparation; *Puerto Rico

This curriculum guide, in Spanish, consists of a compilation of concepts, activities, and skills for the student with disabilities who receives services from the special education programs of Puerto Rico. Lesson plans cover the basic principles of nutrition, food handling, and food preparation for adolescents. The following units are presented with concepts, suggested activities, and skills in the following areas: (1) basic nutrition principles; (2) basic food groups; (3) daily nutritional requirements; (4) menu planning; (5) utensils and kitchen equipment; (6) safety and accident prevention rules; (7) cleaning kitchen equipment; (8) cleaning kitchen utensils; (9) measuring ingredients; (10) selection and purchase of foods; (11) food storage; (12) kitchen recipes; (13) preparation and table service; and (14) table manners. Eleven appendixes contain more specific information about food handling, safe storage, and preparation. (Contains seven references.) (SLD)

ED 364 055 EC 302 628

Cuaderno de Proyectos Manuales Sugeridos para Estudiantes con Impedimentos (Notebook of Manual Projects Suggested for Students with Light and Moderate Disabilities).
PUB DATE- 90
NOTE- 200p.
LANGUAGE- Spanish
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Products; *Childrens Art; *Creative Activities; *Disabilities; Elementary Secondary Education; *Handicrafts; Prevocational Education; Reference Materials; Resource Materials; Special Education
IDENTIFIERS- *Puerto Rico

This notebook is a reference source that lists suggested manual projects that can be completed by students with disabilities. The projects were developed for use with special education students and those in prevocational education. Information is included about materials, hardware, equipment, and safety, with recommendations for each project and patterns. The 46 projects include creations with fabrics, wire, and other common materials. Projects are amply illustrated. (SLD)

ED 364 056 EC 302 629

Cuaderno de Recetas Ilustradas para Jovenes con Impedimentos--

DESCRIPTORS- *Bilingualism; Case Studies; *Child Language; *Cultural Pluralism; English; English (Second Language); *Family Environment; Foreign Countries; *Grammar; Instructional Effectiveness; Japanese; *Language Acquisition; Language Patterns; Oral Language; Second Language Instruction; Toddlers
IDENTIFIERS- *Japan

This study investigated patterns of acquisition of English and Japanese by a toddler, aged 16-23 months, living in Japan. The child's mother and father are British and Japanese, respectively. The focus of the study was on early grammatical morpheme and transformational rule acquisition as demonstrated in the child's utterances. The study is accompanied by charts of transcribed utterances, and these data are analyzed within the framework of recent language acquisition theory and research. Analyses of sound-meaning and meaningfulness, the ineffectiveness of overt instruction on the child's speech production, morpheme acquisition patterns, and acquisition of certain transformations are reported. Results indicate that regular past tense forms were frequently produced at an early age, in comparison with other English morpheme acquisition studies, but that articles usage appeared to be delayed, possibly due to Japanese deictic acquisition order. Stages for negation, interrogatives, and pronominalization appeared to follow patterns observed by other researchers. Sound-meaning association, movement/change, and meaningfulness appear, in general, to be confirmed as key factors determining when acquisition will occur. Pedagogical implications are discussed. (Author/MSE)

ED 364 078 FL 021 608

de Greve, Marcel, Ed.; Rosseel, Eddy, Ed.
Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers).
PUB DATE- 77
NOTE- 230p.; Papers presented at the Annual Meeting of the Association internationale pour la recherche et al diffusion des methodes audio-visuelles at structuro-globales (10th, Ghent, Belgium, May 28-30, 1976).
LANGUAGE- French; English; Italian
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Communication Skills; Diachronic Linguistics; Elementary School Students; Elementary Secondary Education; Family Programs; Foreign Countries; Foreign Students; International Organizations; Language Maintenance; Language Planning; Language Research; Language Variation; *Migrant Children; *Migrant Education; *Migrant Youth; Native Language Instruction; Portuguese; Program Descriptions; Program Design; Program Effectiveness; Psychological Patterns; Secondary School Students; Second Language Instruction; Second Language Learning; Skill Development; Student Placement; Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- *Anomie Theory; Belgium; Council of Europe (France); Europe; France; Spain; Switzerland (Geneva)

Papers on language difficulties encountered by migrant workers' children include: "Anomie in Bicultural Education" (Hugo Baetens Beardsmore); "An Investigation into Bilingual Education for Children from Favoured Socio-Economic Backgrounds" (Hugo Baetens Beardsmore); "Orientations of Foreign Children Relating to Placement in Special Classes" (in French) (Jean Clevy); "Contribution to Reflection on the 'Training' of Teachers with Foreign Children" (in French) (Jean Clevy); "Bilingual instructional method and content to be learned, based on the first three components. Individualized, multimedia self-instruction in modules is recommended as a flexible and effective method. A Belgian program, Linguaplan Limbourg, designed to provide language instruction tailored to the needs of Limbourg's diverse professional population, is described as an illustration of this method's utility. (MSE)

ED 364 097 FL 021 672

Clijsters, Willy
La lettre d'affaires: Projet de principes d'une methodologie d'apprentissage (The Business Letter: How To Write One).
PUB DATE- 92
NOTE- 9p.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Correspondence; Business Education; Class Activities; Classification; Classroom Techniques; Foreign Countries; *French; *Grading; Higher Education; *Interpersonal Communication; Language Patterns; *Letters (Correspondence); Second Language Instruction; *Second Languages; Vocabulary Development
IDENTIFIERS- Postal Service

Instruction in business letter-writing, particularly in the context of the business French course, is discussed. First, the kinds of business communications (face-to-face, print, and electronic) currently used are surveyed briefly, and a taxonomy of the content of business communication is presented. Conventions of French business letters are then outlined and exercises based on them are suggested. Topics include terminology, the envelope, address formats, business jargon, sentence structure, etiquette, diplomatic communication, and the art of negotiation. Finally, criteria for evaluating the business letter are specified. These criteria include physical presentation and content, syntactical and lexical precision, organization, use of conventions, diplomacy, and language usage. (MSE)

ED 364 098 FL 021 675

Tzung-yu, Cheng
Is Chinese Thought Pattern Linear, Circular or Both?
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Chinese; *Cognitive Processes; *Cohesion (Written Composition); Comparative Analysis; Contrastive Linguistics; *Cultural Traits; Elementary School Students; English; Essays; Foreign Countries; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Paragraphs
IDENTIFIERS- Chinese People; Middle School Students; *Taiwan

A study investigated patterns of paragraph structure and organization in 19 short essays in Chinese by Taiwan middle school students. The organization of the writing samples were analyzed and the paragraphs classified according to five types of internal structure: deductive, with the main idea presented at the beginning; inductive, with the main idea following focuses on the language use of one child in particular, and applies the concept of the linguistic ecosystem to this context to explain the language preferences exhibited. A brief bibliography and activity and social network maps for the child are appended. (MSE)

ED 364 117 FL 021 723

Bennett-Cumming, Russell J.
ESL Teaching Lab Project.
PUB DATE- 15 Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; *English (Second Language); Higher Education; Interdisciplinary Approach; *Learning Laboratories; Masters Programs; *Outreach Programs; Program Descriptions; *School Community Relationship; Second Language Instruction; Spanish Speaking; Student Centered Curriculum; *Student Teaching; *Teacher Education Programs; Teaching Methods; Team Teaching
IDENTIFIERS- *Evergreen State College WA

An Evergreen State College (WA) community outreach program was designed to serve the dual purposes of providing (1) needed English-as-a-Second-Language (ESL) instruction to Hispanic community members, and (2) teaching experience for students in a master's program in education. An ESL laboratory was established, about 25 undergraduate and graduate students and faculty volunteered as teachers, and 75 community members participated as students. Instructional strategies used included team teaching, student-centered and cooperative learning, and interdisciplinary instruction. A grant provided several professionally-developed ESL training sessions, and the 2-hour evening lab sessions were advertised by several channels. After initial success, the program was further expanded and has continued beyond the initial graduate student group's program length. A significant characteristic of the program is that it evolved and has continued without funding. It is also seen as successful for the positive way it has been received, the value of the teaching and learning experiences it has supported for both teachers and students, its community-building function, and the benefit to the community. Contains 46 references. (MSE)

ED 364 118 FL 021 724

Garate, Jose Valencia; Iragui, Jasone Cenoz
Bilingualism and Third Language Acquisition.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basque; *Bilingualism; *English (Second Language); Foreign Countries; Language Attitudes; Language Skills; *Learning Motivation; *Multilingualism; Secondary Education; Secondary School Students; Second Language Learning; *Spanish; Uncommonly Taught Languages
IDENTIFIERS- *Spain (Basque Provinces)

higher education in the United States. Sections of the report present statistical data concerning the following areas: student enrollment, student financial aid, tuition and fees, faculty and staff, educational finances, degrees awarded, research activity, and results from extension and outreach programs. Major findings included the following: (1) college enrollment during the fall of 1991 was estimated at 14.2 million students; (2) in 1991-92, nearly 3 percent of all students enrolling in higher education were foreign, 87 percent of whom attended four-year institutions; (3) in 1989, about 49 percent of undergraduates enrolled in public four-year colleges and universities received some financial aid; (4) in 1987-88, about 10 percent of full-time faculty in colleges and universities were minorities, of whom 3 percent were non-hispanic black; (5) the costs of running public universities and colleges were expected to be about $347 billion in 1991-92; (6) the employment rate in 1991 for male college graduates 25 to 34 years old was 7 percent higher than for male high school graduates and for women it was 16 percent higher; and (7) in 1987, researchers at U.S. academic institutions produced 36 percent of all articles published worldwide in science and engineering. The report concludes with a list of National Association of State Universities and Land-Grant Colleges members. (GLR)

ED 364 138   HE 026 935

Ellis, Susanne D.; Mulvey, Patrick J.
Graduate Student Survey, 1991-92.
PUB DATE- Oct 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Comparative Analysis; Doctoral Degrees; *Employment; *Enrollment; Foreign Students; Graduate Students; *Graduate Study; Graduate Surveys; Higher Education; Minority Groups; *Physics; *Salaries; *Student Characteristics; Tables (Data)

This report presents 1991-92 data on enrollment trends in graduate physics as well as the educational backgrounds of physics and astronomy students, the proportions in which they chose their research specialties, career opportunities in terms of employers, and work activities and starting salaries. Highlights from the report show the following: that foreign physics doctoral graduates increased from 420 to 650 between 1987 and 1992; that doctorate recipients of the class of 1992 faced such employment difficulties that 10 percent of them took part-time or temporary (non-postdoctoral) positions; and that the median salary paid to physics doctoral graduates who accepted permanent positions rose by 5 percent. Among the information revealed by the data are the following: (1) the characteristics of physics graduate students, (2) comparative data of the characteristics of U.S. minorities with those of foreign graduate physics students; (3) numbers of graduates by subfields; (4) distribution of subfield and citizenship of doctorate recipients; (5) initial employment of physics doctorate recipients by citizenship; (6) employment characteristics and use of physics training of 1991-92 master's degree recipients; (7) initial employment status for physics doctorate recipients, in the United States by major subfield, type of research, and citizenship; and (8) median and monthly starting salaries paid by U.S. employers to new physics

PUB DATE- 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Black Students; College Admission; *College Faculty; College Students; Degrees (Academic); Educational Finance; Endowment Funds; *Enrollment Trends; Higher Education; Private Colleges; *School Funds; *Student Costs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *United Negro College Fund

This report presents detailed information concerning the member institutions of the United Negro College Fund, comprising 41 historically black colleges and universities in the United States. Data are organized within the categories of enrollment, admission, faculty and staff, degrees, student financial aid, college costs, institutional finances, and endowment. The data indicate that enrollments reached an all time high of 53,179 in fall 1992, a four percent increase over 1991; that about two-thirds of all students came from the Southeast; that the rate of enrollment increase for men has been larger than that of women; that applications for admission have increased by 27 percent between 1986 and 1991; that faculty salaries ware only two-thirds as high as those found at other comparable institutions; that the percentage of full-time faculty who hold doctorates has increased from 46 percent to 52 percent; that business and management was the field with the highest number of bachelor degree graduates in 1990-91; and that the number of graduates in education increased by 15 percent, the first increase since 1979-80. Includes extensive tables in appendixes showing additional data. (JB)

ED 364 158 HE 026 956

Marcus, Dora, Ed.
Lessons Learned from FIPSE Projects: 15 Directors of Reform Projects in Postsecondary Education Draw Conclusions about What Worked, What Didn't, and Why.
PUB DATE- Oct 90
NOTE- 93p.; For a related document, see HE 026 957.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Bibliographic Databases; Black Colleges; College School Cooperation; College Students; Computer Assisted Instruction; Higher Education; Hispanic Americans; Institutional Mission; Law Schools; Learning Disabilities; Masters Programs; Minority Group Teachers; Models; Physiology; *Program Descriptions; Program Design; *Program Effectiveness; Public Policy; Teacher Education; Teacher Improvement; Writing Skills
IDENTIFIERS- Alverno College WI; Atlanta University GA; Carnegie Mellon University PA; De Paul University IL; *Fund for Improvement of Postsecondary Education; Georgetown University DC; Long Island University NY; Madonna College MI; Salisbury State College MD; Southern Regional Education Board; University of California Los Angeles; University of Missouri Columbia; University of Missouri Saint Louis; University of Oregon; University of Virginia

This monograph describes what worked and what did not in 15 college and university programs sponsored by the Fund for the Improvement of Postsecondary Education from 1984 to 1987. Each description includes information on the project's purpose, innovative features, evaluation, impact or changes from the

PHOENIX. Higher Wage Careers.
SPONS. AGENCY- North Dakota State Board for Vocational-Technical Education, Bismarck.
PUB DATE- Jun 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Career Exploration; Chemistry; Communication Skills; Interpersonal Relationship; *Job Skills; Mathematics Skills; Models; *Nontraditional Occupations; Physical Fitness; Postsecondary Education; Recruitment; Self Actualization; Technical Education; *Technical Occupations; Technology Education; *Vocational Education
IDENTIFIERS- Workplace Literacy

This document outlines the curriculum plan for the one-semester vocational-technical training component of PHOENIX: A Model Program for Higher-Wage Potential Careers offered by Bismarck State College (North Dakota) which prepares and/or retrains individuals for higher-wage technical careers. The comprehensive model for the program is organized around the three stages of recruitment, vocational technical training, and job success. The model is designed as an introduction to nontraditional/technical careers and courses and as a reinforcement of the student's personal development and confidence in basic workplace skills. The introductory section presents an overview of the program and comprehensive model, enrollment and orientation procedures, and the curriculum plan. The following topics are covered in the individual units of the vocational-technical training component: career counseling and assessment and career exploration; introduction to trade, industrial, and technical occupations; self-development; applied math concepts; workplace communications; applied issues (group communication skills, interpersonal relationships, and self-examination); physical fitness; applied biology/chemistry; and principles of technology. Each unit includes a course description, course focus statement, series of goals and objectives, list of materials referenced, and recommended course schedule. (MN)

ED 363 697 CE 064 894

King, Christopher T.; Schexnayder, Deanna T.
Coordination in Texas Pre-JOBS Job Training/Welfare Programs: Final Project Report. Final in a Series of Four Reports on JTPA/Welfare Coordination Efforts. Revised.
SPONS. AGENCY- Texas State Dept. of Commerce, Austin.
PUB DATE- Jun 92
NOTE- 97p.; For related reports, see ED 360 537-539.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Comparative Analysis; *Coordination; Differences; Employment Patterns; *Job Training; Participant Characteristics; *Prevocational Education; Program Effectiveness; Program Improvement; Regional Characteristics; Regional Planning; *Statewide Planning; Tables (Data); Transitional Programs; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982; *Texas

A multiyear research project was conducted to document and analyze state and local coordination among programs designed to

Fair, Helena J.
Assisting in Radiology/Imaging. Instructor's Guide, Student's Manual, and Student Learning Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Citations (References); Classroom Techniques; Competence; Competency Based Education; Course Content; Educational Resources; Individualized Instruction; *Job Skills; Learning Activities; Postsecondary Education; *Radiologic Technologists; *Radiology; Study Guides; Teaching Methods; Tests; Units of Study
IDENTIFIERS- *Medical Imaging Occupations

The instructor's guide, the first of three documents in this package, is designed for a course to help students who are investigating the activities within a radiology department or considering any of the imaging technologies as a career. The material is designed to relate training experience to information studied in the classroom. This instructor's manual provides a list of essential elements correlated to the units of instruction. A basic test, answers to tests, and answers to learning activities are included for each unit. The manual also contains a section for students desiring a more advanced study of each unit, and a competency chart. The student's manual, the second of the three documents, is designed for use by students investigating the activities within a radiology department or considering any of the imaging technologies as a career. The student's manual contains learning objectives, terms and definitions, and information relating to current techniques and technologies. Clinical use of radiation, procedures for film loading and development, and types of equipment are presented. Both radiation and biological safety are emphasized. New imagining technologies, such as ultrasound and magnetic resonance, are introduced. The materials in the first two documents are organized in 11 units: the radiologic technologist as a member of the health care team; the production of x-rays; equipment; protection from radiation and infection; radiology office records and procedures; patient care and transportation; radiographic film and the film holder; intensifying screens; radiographic darkrooms; processing radiographs; and artifacts. The student's manual also contains a glossary of 54 radiographic terms and a bibliography listing 14 references. Individualized student learning activities are provided (in the last of the three documents) to encourage students to read and study the information presented in the radiology and imaging course. One or more learning activities are included for each of the 11 course units. Learning materials consist of questions to answer, suggested research activities, matching tests, and labeling activities. (KC)

ED 363 715 CE 064 934

Radiology/Imaging. Clinical Rotation. Instructor's Packet and Student Study Packet.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 90p.

relatively large and reliable differences existed between those who obtain a GED and those who drop out of high school and do not study for or pass the GED. Dropouts who study for but do not obtain a GED were statistically equivalent in literacy skills to those who drop out and do not study for the GED. (Contains 17 references and 5 data tables.) (YLB)

ED 363 732 CE 064 960

Fowler, Anne E.; Scarborough, Hollis S.
Should Reading-Disabled Adults Be Distinguished from Other Adults Seeking Literacy Instruction? A Review of Theory and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Dyslexia; Educational Diagnosis; Educationally Disadvantaged; Illiteracy; *Language Acquisition; Learning Problems; *Literacy Education; *Reading Ability; *Reading Difficulties; Reading Failure; *Reading Instruction

A fresh look should be taken at the traditional distinction between adults with reading disabilities and those with little or no literacy skills. Although the distinction may still be valuable for theoretical purposes, it may not be as useful as it once was for practical situations. Many adults seeking literacy instruction today have limited reading skills concomitant with a more generalized learning problem or the motivational and educational disadvantages of a history of failure and a lower socioeconomic status. It is nearly impossible to disentangle the multiple problems contributing to and stemming from the reading difficulty. Research suggests that, if a person remains a poor reader in adulthood, it matters little whether the problem stemmed initially from a localized intrinsic limitation, a general learning problem, or inadequate educational opportunity. Their reading abilities appear to be hindered by weaknesses in the same components of the reading process that have been shown to pose the greatest challenges to children learning to read. To plan effective instructional programs for adults seeking literacy assistance, a sensitive diagnostic battery should be used that will be informative about which aspects of the reading process are most problematic for an individual. The most effective approach to adult reading instruction would be a skill-based one that is tailored to the client's current levels of skill in word recognition, decoding automatically, reading comprehension, and listening comprehension. (Contains 85 references.) (YLB)

ED 363 733 CE 064 961

Venezky, Richard L.; And Others
When Less Is More: A Comparative Analysis for Placing Students in Adult Literacy Classes. TR93-8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult

Professionalization of Adult Basic Education.
PUB DATE- Jul 93
NOTE- 35p.; For related documents, see CE 064 991-994. A product of the Adult Education Program Development Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Educational Quality; Inservice Teacher Education; *Professional Recognition; Standards; State Programs; *Statewide Planning; *Teacher Certification
IDENTIFIERS- *Mississippi; *Professionalization

Adult basic education is critical to the future of the state of Mississippi. However, the state contributes only 8.5 percent of funding for adult education (the remaining 91.5 percent comes from federal sources) to serve less than 2.3 percent of the eligible population. Furthermore, Mississippi loses up to one-third of its potential high school graduates between grades 9 and 12. A curriculum for the education of adults who did not receive public school education is needed. Meanwhile, adult basic education is striving for recognition as a profession but is suffering from an identity crisis. Foster (1988) lists possible remedies to facilitate the recovery of adult literacy. These treatments are ensconced in quality standards grouped into four categories: (1) what should be taught; (2) who will be taught; (3) methods and techniques; and (4) assessment and evaluation. Foster has also proposed a blueprint for action that includes the following: exposure of adult literacy staff to state-of-the-art knowledge, staff accountability for meeting quality standards, specific staff training programs, competitive compensation levels, and certification. (Contains 18 references and an appendix detailing years of formal schooling completed, by county.) (YLB)

ED 363 752 CE 064 993

Pierce, W. Lee; And Others
Public Knowledge and Awareness of Adult Illiteracy and Adult Basic Education Programs.
PUB DATE- Jul 93
NOTE- 34p.; For related documents, see CE 064 991-994. A product of the Adult Education Program Development Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Persistence; *Adult Basic Education; Dropouts; Educational Policy; *Publicity; Public Opinion; *Public Relations; School Holding Power; State Programs; *Statewide Planning; Student Attrition; *Student Recruitment
IDENTIFIERS- *Mississippi

As Mississippi approaches the 21st century and an increasingly more competitive business climate, the state faces a critical need for work force development and better adult basic education. According to 1990 data, Mississippi contributes only 8.5 percent of funding for adult education (the remaining 91.5 percent comes from federal sources) to serve less than 2.3 percent of the eligible population. Furthermore, Mississippi loses up to one-third of its potential high school graduates between grades 9 and 12. The relationship between recruitment and retention and public knowledge and awareness is inextricable. Recruitment and retention can be thought of in terms of strategic methods, whereas public knowledge and awareness are influenced more by policy, both organizational and governmental. Policy creates programs, and programs need

(Communication); Education Work Relationship; Federal Programs; Information Networks; *Occupational Information; Postsecondary Education; Program Development; Program Implementation; Secondary Education; State Programs
IDENTIFIERS- *National Occupational Information Coordinating Com; State Occupational Information Coordinating Comm

This annual report of the National Occupational Information Coordinating Committee (NOICC) and its Network of State Occupational Information Coordinating Committees (SOICCs) highlights Program Year 1991 initiatives, activities, and accomplishments. It describes NOICC/SOICC systems, programs, and support centers. These NOICC Occupational Information System (OIS) initiatives and programs are highlighted: completion of the State Training Inventory, pilot test of the Economic Development and Employer Planning System, completion and distribution of "Higher Education Units of Analysis," launching of a project to develop an OIS training package, and major revision of the NOICC Master Crosswalk. The following NOICC Career Information and Career Development Programs activities are reported: Career Development Training Institute, Career Information Delivery Systems (CIDS) status report, improved Career Decision Making program, training on National Career Development Guidelines, updating of Civilian Occupational and Labor Market Information System, implementation of Employee Career Development Program, pilot test of Career Development Portfolio Project, 1992 Career Development Satellite Teleconference, and SOICC Pre-Military Program. Highlights of activities to improve communication and coordination are followed by summaries of SOICC initiatives and projects, arranged alphabetically by state. The financial report is followed by these appendixes: NOICC grants for state activities; statewide CIDS; list of NOICC conferences and training programs; list of NOICC publications, reports, and products; and addresses and telephone numbers of SOICCs. (YLB)

ED 363 773 CE 065 075

School-to-Work Opportunities Act of 1993. Report Together with Minority Views To Accompany S.1361 . Senate 103d Congress, 1st Session.
PUB DATE- 2 Nov 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Competency Based Education; *Educational Needs; *Education Work Relationship; Employment Programs; *Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; Secondary Education
IDENTIFIERS- Congress 103rd; Proposed Legislation

This document reports on and recommends for passage the School-to-Work Opportunities Act of 1993 (S. 1361), legislation proposed to establish a national framework within which states can create statewide School-to-Work Opportunities systems enabling youth to identify and navigate paths to productive and progressively more rewarding roles in the workplace. These systems are intended to provide students with performance-based education and training programs that will enable them to earn portable credentials, prepare them for first jobs in high-skill, high-wage careers, and increase opportunities for further education or training. This report provides a summary and history of the proposed legislation, a rationale for it, a summary of the committee views on the bill, a cost estimate for its implementation, a regulatory impact statement, a section-by-

ED 363 791 CE 065 109

O'Regan, Fred; Conway, Maureen
From the Bottom Up: Toward a Strategy for Income and Employment Generation among the Disadvantaged. An Interim Report.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Mar 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Community Programs; Cooperative Programs; Coordination; *Demonstration Programs; *Economically Disadvantaged; Economic Development; *Employment Programs; Information Dissemination; Models; Poverty; *Poverty Programs; *Unemployment

The Aspen Institute's ongoing action-research program, Local Employment Approaches for the Disadvantaged (LEAD), assessed 60 programs nationally. Local initiatives fell into four general categories, with numerous subcategories: self-employment, job training and placement, job creation and retention, and community-based finance. A second breakdown matches the types of programs encountered with five distinct client groups. Findings indicated that dramatically impressive model programs can be found across the spectrum of intervention strategies, and collectively these programs serve all levels of clients. The best of today's programs have the following characteristics: (1) they serve as empowerment vehicles by devolving responsibility for performance to clients while creating an atmosphere of dignity, discipline, and high expectation; (2) they link poverty alleviation directly to broader economic development goals; (3) they pursue market-based strategies, often sector-specific, that exploit market niches for clients; and (4) they seek to become sustainable elements of the local economy. An effective and sustainable strategy for poverty alleviation must combine the resources of the public, private, and philanthropic sectors in a coordinated fashion that plays to the strengths of each sector. Assistance must be decentralized in structure and responsive to local situations and institutions. A strong proactive element should accelerate dissemination and learning on best practice and support replication and continued innovation. (YLB)

ED 363 792 CE 065 114

Christensen, Kathleen
Flexible Staffing and Scheduling in U.S. Corporations. Research Bulletin No. 240.
SPONS. AGENCY- New Ways to Work, Palo Alto, Calif.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employment Practices; *Flexible Working Hours; Fringe Benefits; Job Sharing; *Leaves of Absence; National Surveys; *Part Time Employment; *Personnel Management; Personnel Policy
IDENTIFIERS- *Flexible Staffing; *Temporary Employment

A national survey in 1988 probed the use of flexible staffing and scheduling alternatives in 521 of the largest U.S. corporations. Company executives indicated they expected their standards when they live in their independent living rental site; pertinent laws that will apply to students when they move into independent living; and the basic concepts of city, state, county, and country to help students in complying with laws and using government resources, the telephone book, maps, etc. Another lesson shows students that they can always find legal, appropriate recreational activities. Other lessons teach the basics of menu planning and food budgeting, focus on managing crises, explain budgeting and paying bills, and describe how to read the classified advertisements to make household purchases. One lesson trains students to be ready to defend and protect themselves on the streets, in their homes, on their jobs, and on their own. Finally, two lessons focus on how to cope emotionally with independent living. (NB)

ED 363 810 CG 025 081

Wells, Ruth Herman
A Child's Guide to Surviving in a Troubled Family. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 93
NOTE- 35p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Child Abuse; Coping; *Family Problems; Family Violence; Mental Disorders; Secondary Education; *Sexual Abuse; Substance Abuse; *Youth Problems

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. It differs from the others in the series in that it was written specifically for children who are struggling with serious family problems such as substance abuse, sexual abuse, domestic violence, and mental illness. The first of the 20 lessons in the guide helps students to understand that there are no perfect, problem-free families and that all families have at least minor problems. Lesson 2 notes that serious family problems are faced by many youth and are not shameful, isolated occurrences. Lesson 3 emphasizes that serious family problems such as violence, alcoholism, and sexual abuse are never caused by children; lesson 4 acknowledges that such problems cannot be solved by children. Lessons 5 and 6 help students learn to help themselves and to resist enabling (rescuing) behaviors. Lesson 7 stresses that there is help available for serious family problems; lesson 8 focuses on family secrets. Lessons 9, 10 and 11 explicitly detail and explore sexual abuse and incest. Other lessons focus on alcoholism and addiction, physical and verbal abuse, neglect, divorce, and emotional problems. Some lessons help students to balance their own needs with those of their families, to work out rather than act out serious family problems, and to seek and accept help to manage serious family problems. The final lesson focuses on every child's basic human rights. (NB)

ED 363 811 CG 025 082

Wells, Ruth Herman
Coping Skills Sampler. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 93

analysis revealed 23 of the 48 supervisor behaviors correlated significantly (p .01) with measures of satisfaction, supervisor competence, and contribution to skills. Of these 23 behaviors, 15 matched those identified in the earlier study using the SQ. Suggested by the results is that approximately 50% of the supervisor behaviors identified on the SQ-R are significantly related to supervision effectiveness as perceived by supervisees. Greater than 50% of these behaviors were consistent with those earlier identified using the SQ, suggesting a moderate degree of continuity between instruments. This continuity increases confidence in previously published results, and suggests that the revised form is measuring variables similar to the those measured by the original form. (Author)

ED 363 831 CG 026 014

Blume, Thomas W.
A Social Role Negotiation Approach to Campus Prevention of Alcohol and Other Drug Problems.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; *College Programs; College Students; *Drug Abuse; Higher Education; Models; *Prevention; Theories

This document presents a social role negotiation model to be used in the prevention of alcohol and other drugs on college campuses. Section I focuses on theories and theorizing, explaining the fundamental aspects of a theory formulation project. Section II explores the historical and social context of the social role negotiation model. Patterns of drug use, problems with drug use, attempts to control drug use, and theories about drug use are reviewed in historical perspective. Section III presents the social role negotiation model of alcohol and other drug abuse. It explores drug abuse in terms of the needs of the developing individual; the interactive nature of human behavior; conflict management; and the effects of chemicals in the human body. The model is presented in terms of assumptions followed by illustrative material. Section IV addresses the challenge of campus alcohol and other drug abuse prevention defined in social role negotiation terms. It examines college as a special experience developmentally, multiple and conflicting roles of the college student, sources of role strain, resources and coping mechanisms, and the context of student drinking and other drug use. Section V focuses on applying a social role negotiation model on the college campus. Strategies discussed include making role changes and choices overt, reducing forces that create role strain, teaching negotiation skills, supporting positive lifestyles, giving permission for role mistakes, encouraging honesty and congruence, and providing a forum for discussion and exploration of roles. (NB)

ED 363 832 CG 026 015

Blume, Thomas W.; Trumble, Polly
Alternatives. Choice-Making in Daily Life.

Grade 3; Grade 4; Holistic Approach; Instructional Materials; Intermediate Grades; Interpersonal Communication; Lesson Plans; *Problem Solving; Role Playing; *Skill Development; Teaching Methods
IDENTIFIERS- Mediation; Nonviolence

Conflict resolution skills can be taught just as any other basic skill is taught, and this is the message of this curriculum and guide. Peace education is a life-affirming celebration of life and a holistic approach to human interaction. Conflict is a natural part of life, and children can be taught the skills to deal constructively with conflict. Each teacher page contains teacher remarks, the materials needed for the lesson, suggestions for discussions and how to introduce the student work pages, and ways to identify the focus of each lesson Lessons use brainstorming, role-playing, problem solving, "I-Care" listening and language techniques, body movement, and visualization. The Peace Table is suggested as a place for students to talk out conflict, and mediation is presented as an approach to conflict resolution. Appendix 1 contains a communication game. Appendix B is a glossary. Appendix C is an annotated bibliography of 52 items. (SLD)

ED 363 851 CG 026 034

Schmidt, Fran; Friedman, Alice
Fighting Fair for Families.
PUB DATE- 89
NOTE- 34p.; Product of the Peace Works Series. For related documents, see CG 026 030-033.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict; *Conflict Resolution; Family Life; Family Problems; *Family Relationship; Family Violence; *Interpersonal Communication; Life Events; Listening Skills; Peace; *Problem Solving
IDENTIFIERS- *Fairness; Family Rules; Mediation

This document offers families the tools for handling conflict. Conflict is a normal and unavoidable part of life. We cannot avoid conflict, but we can learn to "fight fair," attacking the problem and not the person. Weapons that attack people and not problems are listed as fouls, destructive habits that can be changed. Fighting fair involves: (1) identifying the problem; (2) focusing on the problem; (3) attacking the problem and not the person; (4) listening with an open mind; (5) treating a person's feelings with respect; and (6) taking responsibility for your actions. Suggestions are given for implementing these ideas, and changing the family battlefield into a sanctuary. A peaceful world begins with a peaceful family. Multiple illustrative cartoons are included. (SLD)

ED 363 852 CS 011 446

Rinsky, Lee Ann
Teaching Word Recognition Skills. Fifth Edition.
PUB DATE- 93
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

motivate student groups to improve. The reward system was adjusted two weeks into the project. The program consisted of five-day cycles: student groups spent the first two days working on lesson materials; practice quizzes were taken individually and checked together (no answer sheets were provided) the third day; student spent the fourth day playing a variety of vocabulary-enriching games; and individual accountability of the cooperative learning groups was addressed on the fifth day. Initial reluctance to share their work disappeared as the students began to contribute to the group and share in the work. Scores fluctuated from week to week, depending on the difficulty of the words. As weeks progressed, there were fewer scores below 80%, indicating progress as a group. Cooperation among students deepened and students changed their attitudes about working with each other. Cooperative learning appears to be an effective technique for integrating the special student into the regular curriculum. (An example of a semantic mapping activity and a chart of data are included.) (RS)

ED 363 871   CS 214 091

Marra, James L.; And Others
Techniques for Improving Student Writing and Thinking Skills in Text-Heavy Courses.
PUB DATE- 24 Apr 93
NOTE- 6p.; Paper presented at the Annual Mid-Atlantic Writing Centers Conference (Villanova, PA, April 24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Students; *Content Area Writing; Higher Education; Student Journals; Thinking Skills; *Writing Assignments; *Writing Improvement; *Writing Skills
IDENTIFIERS- Temple University PA; Writing Contexts; Writing Thinking Relationship

After an introduction by James L. Marra explaining the Intellectual Heritage Program at the College of Art and Sciences at Temple University (Philadelphia, Pennsylvania), this paper presents four brief faculty essays describing various techniques that the writers use in their classes in the program. The techniques discussed in the paper are tailored to the text-heavy and writing-intensive nature of the courses, and tend to abbreviate the writing process in many ways, while at the same time paying close attention to the need for students to write often and under the specific guidance of faculty. Essays in the paper are: "Impromptus, Journals, and Essays" (Neil Big); "Assuming Standpoints" (Tania M. Calvimontes); "Using Summary/Paraphrase Exercises To Improve Reading/Writing Skills" (Paul Marasa); and "The One-Page Paper" (Dianne Perkins). (RS)

ED 363 872   CS 214 092

Johannessen, Larry R.
The Vietnam War in Young Adult Literature: Practical Approaches That Foster Response.
PUB DATE- 19 Nov 93
NOTE- 48p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English

teachers' perceptions of their lesson plan differences were compared to those of the investigators. Two students, Helen and Marv, were selected for closer study. Helen's lesson plans evidenced the greatest amount of change. Marv's lesson plans evidenced the least amount of change. Although Helen's and Marv's academic backgrounds and levels of achievement were similar, Marv's expressed reasons for wanting to teach were more detailed. On the other hand, Helen's class standing in the pedagogical content course was significantly higher than Marv's. Helen's lesson plans evidenced more sensitivity to the objectives of the pedagogical content course than did Marv's. She gave significant attention to preparing the students for reading the text, guiding them through the text, and then providing them with opportunities to respond to the text in sequenced speaking and writing activities. Findings suggest that the pedagogical content course can have a differential effect on changing the lesson planning strategies of student teachers. (Two tables of data are included.) (RS)

ED 363 892 CS 214 114

Parsons, Jim; Smith, Kathy
Using Comic Books To Teach.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartoons; Class Activities; *Comics (Publications); *Content Area Writing; Elementary Secondary Education; *Instructional Materials; *Popular Culture; *Reading Interests; Teaching Methods; Writing Assignments
IDENTIFIERS- *Content Area Teaching

Noting that comic books are known and read by a wide variety of students, this paper presents brief descriptions of 30 ways that teachers can use comic books in a wide variety of subjects and grade levels. The ideas for using comic books in the paper are designed to help teachers become aware of what their students are reading and to use what students already know as a starting point for instruction (and instructions are addressed directly to students). The teaching ideas presented in the paper include: (1) gather and compare a number of historical or literature based comics; (2) examine the political ideas represented in a number of issues of one type of comic; (3) use "strange" comic books to study current and life issues; (4) study a variety of popular comics to find out how the norms and values in these comics parallel societal norms; (5) use comics to analyze literary conventions; (6) study the use of language structures in comic books or cartoons; (7) study the concept of comic book marketing; (8) explore where comic books come from; (9) study comic books that promote particular viewpoints; and (10) create a comic book in which students are the main characters. (RS)

ED 363 893 CS 214 117

Hult, Christine A., Ed.
Evaluating Teachers of Writing.
PUB DATE- 94
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Education; *Participative Decision Making; *Policy Formation;
Public Schools; *School Based Management; School Organization;
*School Policy; School Restructuring; State Legislation
IDENTIFIERS- *Kentucky

This document for school-council members in Kentucky provides guidelines for school-based decision making (SBDM). In 1990, the Kentucky State legislature passed the Education Reform Act (KERA), which mandated SBDM in Kentucky schools and recommended the formation of school councils composed of the principal, three teachers, and two parents. The first section presents the rationale for school-based decision making in Kentucky and describes accountability measures for student success. The second section offers six chapters on how councils operate--entering SBDM, holding elections, conducting meetings, writing bylaws, organizing committees, and planning the council's work. Chapters 9 through 20, which comprise the third section, focus on council policies. They cover the basics of policy making; curriculum and instructional practices; schedules and assignments; discipline and classroom management; extracurricular programs; procedures for determining alignment with state standards, technology utilization, and program appraisal; and policies to enhance achievement and meet the KERA goals. The fourth section includes four chapters on council resource decisions--funding allocations, staff, textbooks and instructional materials, and student-support services. The final section offers two chapters on the council's relationship with the state and school district. A glossary and appendix that contains the text of SBDM law and recommendations for SBDM are included. (LMI)

ED 363 914 EA 025 282

McNeir, Gwennis
Outcome-Based Education. ERIC Digest, No. 85.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; Accountability; *Competency Based Education; *Educational Change; *Educational Objectives; Elementary Secondary Education; Minimum Competencies; School District Autonomy
IDENTIFIERS- ERIC Digests; *Outcome Based Education

This digest examines the tenets of outcome-based education (OBE), outlines some of its primary criticisms and challenges, and describes successful OBE models implemented in various school districts. Outcome-based education (OBE) is one model for restructuring currently being examined nationwide. In contrast to traditional educational practices that center on "inputs," OBE specifies the "outcomes" students should be able to demonstrate upon leaving the system. Although the forms of OBE vary, OBE frameworks share an emphasis on systems-level change; observable, measurable outcomes; and the belief that all students can learn. Critics charge that outcomes reflect values, and that OBE views education as a means to an end, lacks a comprehensive research base, may deemphasize specific subject content, poses problems in measurement and assessment, and involves a great deal of cost and time. Suggestions are offered for school-district actions prior to the implementation of OBE, as well as strategies for making a successful three digests describe the roles that librarians, teacher educators, and counselors (respectively) play in regard to supporting and accomplishing the Goals. The remaining digests are grouped into six sections that specifically address each Goal: Goal 1--Readiness for School; Goal 2--High School Completion; Goal 3--Student Achievement and Citizenship; Goal 4--Science and Mathematics; Goal 5--Adult Literacy and Lifelong Learning; and Goal 6--Safe, Disciplined, and Drug-Free Schools. (LMI)

ED 363 933 EA 025 404

Michaelis, Karen L.
Reporting Child Abuse: A Guide to Mandatory Requirements for School Personnel. The Practicing Administrator's Leadership Series. Road Maps to Success.
PUB DATE- 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Child Health; *Child Neglect; Child Welfare; *Compliance (Legal); Court Litigation; Elementary Secondary Education; *Legal Responsibility; Public Schools; Sexual Abuse; *State Legislation

This book introduces the basic elements necessary to comply with specific state reporting statutes on child abuse. It analyzes the reporting statutes of all 50 states (including the District of Columbia) and outlines those requirements imposed on mandatory reporters employed in public schools and in other professions. Federal court cases are also reviewed. Categories that are common to all state reporting statutes are identified. Appendices at the end of each chapter list categories and states, showing which states ascribe to various elements within a category and allowing a comparison across states. Chapters 1 through 4 provide information about who is required to report abuse and neglect, standards of proof, the types of immunity available for protecting the reporter, and the cost of failing to report or of making false reports. The type, content, and recipient of the report are discussed in chapter 5, and variations of definitions among state statutes are identified in the sixth chapter. Chapters 7 through 11 examine state requirements for child abuse training, the confidentiality of reports, guidelines for police access to the victim, school district responsibilities, and when a summary of findings and actions is available. The concluding chapter points out that educators should take responsibility for their own legal education about child abuse and should develop a mandatory district training program. Tables of statutes and court cases are included. (LMI)

ED 363 934 EA 025 405

Reinventing the High School: The Developing Story of Utah's Nine District Consortium.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Gregg, Soleil
Systemic Reform--Monitoring Its Progress.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Holistic Approach; *Holistic Evaluation; *Outcomes of Education; *School Restructuring; State School District Relationship

This paper discusses a series of questions that state policymakers can use to assess the systemic nature of their education reform efforts. Suggestions are offered for identifying the evidence of scope, coherence, and balance of reform. To assess the scope of reform, a first step is to determine if the performance-based standards provide the organizing principle for state reform efforts. The next step is to evaluate all aspects of the system and its provision of equity. To monitor coherence of a reform effort, policymakers should coordinate curriculum frameworks, develop an assessment instrument that measures the original performance-based goals, and provide teacher training that reflects changes in curriculum, instruction, and assessment. To achieve a balance between centralized and decentralized forces, it is suggested that states encourage creativity and flexibility among schools to meet statewide educational goals. (LMI)

ED 363 956 EA 025 441

Achilles, C. M.
The Teacher Aide Puzzle: Student Achievement Issues. An Exploratory Study.
PUB DATE- Nov 93
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Elementary School Students; Grade Repetition; Instructional Effectiveness; Primary Education; Scores; *Small Classes; *Teacher Aides; *Teacher Student Ratio
IDENTIFIERS- *Tennessee

This paper presents findings of a study that examined the relationship between the performance (as measured by test results) of pupils in classrooms with full-time teacher aides. The Student Teacher Achievement Ratio project (STAR) was implemented in Tennessee from 1985 through 1989 to study the effects of class size on student achievement and development in grades K-3. Data for this paper were derived from an analysis of data from Project STAR and its derivative studies. Project STAR compared the results of three situations: (1) small classes with a 1:15 teacher-pupil ratio (S condition); (2) regular classes with a 1:24 teacher-pupil ratio (R condition); and (3) regular classes with a full-time teacher aide (RA condition). In nearly all comparisons, the small classes had the highest student test outcomes, followed by regular-sized classes with aides and regular-sized classes. However, pupils

Chicago School Reform Act, which sought to replace traditional bureaucratic control of the schools with a complex system of decision making by local schools. The act promotes three distinct sites of power in school communities: (1) parent-dominated local school councils (LSCs); (2) increased principal responsibility and accountability; and (3) increased teacher participation in decision making. Following a description of the reform's background, this paper expands the pluralist bargaining framework to one of "renewed democratic institutions." This perspective maintains that a renewed democratic politics, rooted in sustained local participation, is the necessary antidote to unresponsive societal institutions. This concept of school politics encourages attention to the nature of political discourse in school communities. At the core of strong democratic practice is sustained conversation about shared normative understandings. As yet, however, school communities still need to find ways to interact with outside technical expertise. Finally, Chicago school reform serves a broader community education function. The Chicago experiment holds promise of new knowledge about how democratic participation can be revitalized in major urban centers. (LMI)

ED 363 977 EA 025 507

Wheeler, Patricia; And Others
Teacher Evaluation Glossary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Accountability; Elementary Secondary Education; Evaluation Methods; Glossaries; Instructional Improvement; Performance; *Teacher Competencies; *Teacher Evaluation; Vocabulary

This glossary addresses the increasingly complex vocabulary of teacher evaluation. It lists 265 terms that are frequently used in the process of evaluating practicing teachers, particularly in elementary and secondary schools, and provides brief explanations of the meanings of these terms. This glossary is a product of one of the several projects supported by the Center for Research on Educational Accountability and Teacher Evaluation (CREATE)--the Teacher Evaluation Models Project. It is hoped that this glossary will help to improve teacher evaluation through a shared understanding of key terms. Sources of additional information on the terms--professional organizations and references--are listed at the end of the document. (LMI)

ED 363 978 EC 302 531

Dalrymple, Nancy
Learning Together.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 79
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Autism; Elementary Education; Elementary School

McCaul, Edward; Osher, Trina W.
Definitions and Guidelines Concerning Students with Traumatic Brain Injury. A Brief Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 24 Sep 93
NOTE- 13p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Definitions; *Educational Policy; Elementary School Students; Elementary Secondary Education; Eligibility; Federal Legislation; Federal Regulation; *Handicap Identification; *Head Injuries; Information Needs; *Neurological Impairments; Secondary School Students; *State Standards; Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act

This report addresses states' definitions and assessment guidelines for the category of traumatic brain injury, newly identified as a disability under the Individuals with Disabilities Education Act. Information sources included state policy documents from 19 states and interviews with state education agency personnel. A background section discusses the federal regulations pertaining to traumatic brain injury. A section on findings compares states' definitions to the federal definition, reports on how states determine eligibility for special education services, and notes the potential for litigation concerning identification of students. The study concludes that states are prepared to identify and appropriately serve children and youth with traumatic brain injury. State agency personnel recognize the need to provide local districts with the training and information for effective decision making regarding students with traumatic brain injury, and expressed a need to obtain resource guides and inservice training materials for distribution to local education agencies. Six selected resources are listed. (JDD)

ED 363 997 EC 302 566

Landers, Alynne
Cycling. ABLEDATA Database of Assistive Technology. Adaptive Sports and Recreation Equipment. ABLEDATA Fact Sheet Number 19.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 93
NOTE- 15p.; A publication of ABLEDATA and NARIC projects.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Athletic Equipment; Athletics; *Bicycling; *Mobility Aids; Outdoor Activities; *Physical Disabilities; Physical Mobility; Recreational Activities

This fact sheet on alternative athletic equipment for cycling identifies the different types and manufacturers of adapted cycles with two, three, or four wheels and cycling accessories available for persons with disabilities. It describes modified leg-powered cycles, hand cycles, tandem cycles and discusses cycle features such as rider position, wheel configuration, and

Deykes, Robin; Anthony, Katherine
Career Planning and Employment Strategies for Postsecondary Students with Disabilities. Update.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Planning; Colleges; Cooperative Programs; *Disabilities; *Employment Opportunities; Federal Programs; Films; Higher Education; *Resources; Vocational Schools; Voluntary Agencies

This resource paper addresses the issue of career planning and employment strategies for individuals with disabilities in postsecondary academic and technical institutions. A section on campus strategies presents projects and programs in postsecondary educational settings that demonstrate the most positive and effective career planning and employment strategies. The strategies include campus-employer cooperation, cooperative education, concentrated campus strategies, campus-vocational rehabilitation services cooperation, vocational-technical training, and nondegree programs. Subsequent sections describe 4 federal programs, 3 programs with a national focus, names and addresses of 7 resource persons, 15 publications and films, and 5 organizations. (JDD)

ED 364 016 EC 302 586

Hartman, Rhona C.; Mazzeo, Kelly Kendrick
Financial Aid for Students with Disabilities. 1993. Update.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 92
NOTE- 13p.; For an earlier version, see ED 329 071.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Disabilities; Higher Education; Paying for College; *Resources; *Scholarship Funds; *Scholarships; *Student Financial Aid; Student Loan Programs; Vocational Rehabilitation

This resource paper on financial aid for postsecondary education covers various types of financial aid (grants, loans, and employment); the technical words and phrases used to discuss it (such as "financial need," "family contribution," and "financial aid package"); and the process involved in its disbursement. Particular attention is given to those expenses which are considered disability related, and suggestions are made about ways in which some of those expenses may be met. Vocational Rehabilitation (VR) Agencies are briefly described, noting the services that they may provide and the interaction between the state VR agency and the Financial Aid Office of a postsecondary institution. Suggestions are offered about additional possibilities for financial assistance, such as Supplemental Security Income, Social Security benefits, and private scholarships. Twelve resources for financial aid information are described. Thirty-three scholarships specifically designated for students with disabilities are alternative routes to certification. Strategies for finding and keeping special education professionals include: (1) a mass media campaign to recruit more teachers; (2) development and field testing of manuals to introduce students to careers in special education, promote special education career awareness, and offer support groups for practicing special education professionals; (3) finding new sources for teachers; (4) keeping special education majors in the field through the use of peer advisors; and (5) keeping teachers in practice by providing collegial support. (JDD)

ED 364 035 EC 302 605

Nathanson, Jeanne H., Ed.
Transitions.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cooperative Programs; *Disabilities; Educational Change; *Education Work Relationship; Employment Opportunities; Family Involvement; *Program Development; Programers; Recreational Activities; School Business Relationship; Secondary Education; *Transitional Programs

This theme issue on transitions for individuals with disabilities contains nine papers discussing transition programs and issues. "Transition Issues for the 1990s," by Michael J. Ward and William D. Halloran, discusses self-determination, school responsibility for transition, continued educational engagement of at-risk students, and service coordination. "Systems Change and Transition Services for Secondary Youth with Disabilities" (Lawrence C. Gloeckler) points out the need for understanding the public policy context of changes in the education system and the interagency service structure. "Putting Youth with Disabilities to Work: A Business-Education Partnership" (Richard M. Balser and others) describes a cooperative program of a medical center and two school districts in Maine. "City Lights School: Fostering Transition for Emotionally Disturbed and Delinquent Adolescents" (Gila R. Shusterman and others) describes a Washington, D.C., school which offers individualized, nonresidential services to disadvantaged, inner city African Americans. "Community Life Options for Persons with Developmental Disabilities" (Jeffrey A. Gliner and Pat Sample) offers three case studies from a supported recreation intervention program. "H.E.L.P. Career Opportunities" (Victoria Amey-Flippin and Rita Brusca) describes the Handicap Educational Liaison Program at Northeastern Illinois University which facilitates career placement opportunities of college students. "Power: A Transition Model for Facilitating Student Choice" (Kay Holjes and Melanie Mattingly) discusses a holistic program of work, education, and recreation for North Carolina students with mental retardation. "Building on Today for Tomorrow: Making a Difference with Families" (Kathryn Moery) describes a Chicago, Illinois project in which families of students with disabilities work closely with school staff to make the transition from high school to adult independent living. "Computer Technologies Program: A Partnership in Progress" (Joan Breves) describes a program begun by IBM to prepare students with disabilities as competitive and well-qualified programmers. (JDD)

ED 364 036 EC 302 606

Para Estudiantes con Impedimentos Leves v Moderados (Notebook of Illustrated Recipes for Youth with Disabilities--For Students with Light and Moderate Disabilities).
PUB DATE- 90
NOTE- 186p.
LANGUAGE- Spanish
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooking Instruction; *Disabilities; Elementary Secondary Education; Nutrition Instruction; *Reading Difficulties; Resource Materials; Safety; Special Education
IDENTIFIERS- Cook Books; Food Preparation; *Puerto Rico; *Recipes (Food)

This collection of recipes has been prepared with attention to the needs of students with disabilities who lack reading skills sufficient to be able to use ordinary cookbooks. Presentation in this illustrated form helps them understand the processes of food preparation as it introduces a basic culinary vocabulary. The teacher can use this collection as a complement to courses in nutrition and food preparation, taking into account the abilities of the student. Illustrated units contain information on: (1) culinary terms, (2) food groups, (3) accident prevention, (4) cooking utensils, (5) table service, (6) measurement, (7) menus, and (8) recipes for various categories of food. (SLD)

ED 364 057 EC 302 630

Transicion de la Escuela a la Vida Adulta Manual de Informacion para la Provision de Servicios de Transicion a los Jovenes con Impedimentos (Transition from School to Adult Life. Manual of Information for the Provision of Transitional Services for Youth with Disabilities).
PUB DATE- 92
NOTE- 117p.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Delivery Systems; *Disabilities; Educational Objectives; *Education Work Relationship; *Individualized Education Programs; Models; Planning; Relevance (Education); School Personnel; Secondary Education; Special Education; Supported Employment; *Transitional Programs; Vocational Education
IDENTIFIERS- *Puerto Rico

This manual has been prepared to orient school personnel in the development of programs for the transition of students with disabilities from school to adult life so that they can fulfill their responsibilities in planning and providing services. The laws under which such services are required are reviewed, and the services and planning are discussed. Planning for this transition should begin with the early years of education and be considered by special education teachers at all levels in the student's individualized plan of education. A model is presented that includes prevocational, vocational, and independent living services for youth aged 13 and older. The practical application of this model is illustrated through the example of a student who is guided into her first job. A feature of the model is preparation for a specific job and continued guidance once the student obtains that job. Specific

Education for the Children of Migrant Workers: The Adaptation of General Models to a New Specific Challenge" (Joshua A. Fishman); "Prospects for Family Training" (in French) (Jean-Pierre Lagarde); "Contribution to the Understanding of Scholastic Problems of Migrant Workers' Children" (in French) (Xavier Piolle); "An Experiment in Multicultural Education in a Portuguese Migrant Situation" (in French) (Iraci Poleti); "Critical Description of an Experiment on the Teaching of the Native Language to Migrant Children" (in French) (Bernard Py); "Placement of Migrant Children in the Genevan Community and Schools" (in French) (Micheline Rey-Von Allmen); "Migrant Languages: Linguistic Change in Progress" (Mario Saltarelli, Susan Gonzo); "Implications of Recent Sociolinguistic Research for the Problems of Migrant Worker Children" (Roger W. Shuy); "Helping Migrant Children to Communicate: Some Implications of the Council of Europe Work in Language Systems Construction" (J. L. M. Trim); and "Linguistic Problems of Immigration and Proposal for Language Instruction Appropriate to the Level of Children" (in Italian) (Teresa Di Fonzo, Patrick Van Molle). (MSE)

ED 364 079 FL 021 614

Fernandez, Evelyn; Baker, Susan
Assessment Portfolio, Grades K-5. Two-Way Spanish Partial Immersion Program.
PUB DATE- Aug 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Bilingual Education Programs; Elementary Education; Elementary School Students; English (Second Language); Error Analysis (Language); Grading; *Immersion Programs; *Language Skills; Parent Attitudes; *Portfolios (Background Materials); Questionnaires; Reading Strategies; *Recordkeeping; Records (Forms); *Spanish; *Student Evaluation; Teaching Guides; Testing; Thinking Skills; Writing (Composition)
IDENTIFIERS- *Two Way Bilingual Education

The assessment portfolio is a collection of materials and forms for testing and recording student progress at F.S. Key Elementary School, Arlington, Virginia. The materials are designed for use in an elementary school two-way partial immersion program. Introductory sections discuss the use of portfolios for monitoring student performance and contain a checklist for assessing student use of reading strategies. The remainder of the materials are portfolio components from the student, parents, and teacher, and instructions for gathering and using them. Components originating with the student include a freehand self-portrait, language attitude questionnaire, writing samples from each grading period, and self-selected best work with self-evaluation. The parent component is a questionnaire concerning attitudes about language learning and the program, used at the beginning and end of the school year. The teacher component consists of anecdotal records, teacher-selected work, a reading miscue analysis conducted twice a year, an end-of-unit evaluation, and an optional teacher's log or work samples using computer word processing software. A portfolio checklist is also included. (MSE)

ED 364 080 FL 021 615

supporting details; topic sentences presented in the middle; inferential; and topic sentence at the beginning and also restated at the paragraph's end. Introduction, body, and concluding paragraphs were categorized by structure, and the most representative paragraphs were translated into English without changing the location of the topic sentence. Results indicate that the students' thought patterns were not completely circular in developing a paragraph, but follow a thought pattern similar to that in English texts. Circular or digressive patterns are most commonly found in the introductory and concluding paragraphs. This implies an effect of Chinese instructional and cultural patterns. Areas for further research are identified, and implications for English writing instruction are noted. (MSE)

ED 364 099 FL 021 676

Coleman, Mary E., Ed.; And Others
French in Action Newsletter, 1991-1993.
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; College Students; Cultural Education; Curriculum Development; Deafness; *Distance Education; *Educational Television; Foreign Countries; *French; Higher Education; Instructional Improvement; *Instructional Materials; Language Teachers; Media Selection; Personal Narratives; Program Descriptions; Second Language Instruction; *Second Languages; *Testing; Videotape Recordings
IDENTIFIERS- *French in Action (Video); New Zealand

The five issues of this newsletter, which focuses on a set of video-based, commercially-produced French second language instructional materials, contain articles on a variety of topics. The instructional materials in question, "French in Action," consist of a videotape component (52 episodes), an audiotape component, workbook, study guide, and textbook. Among the topics discussed are: curriculum development using the materials; personal narratives of classroom applications; ideas for general application in teacher education and testing; hints concerning the use of specific episodes; making the transition from a different set of instructional materials; a modification of the course used with deaf college students; use in distance education; selection of the curriculum for New Zealand's educational television network; professional news and announcements; and letters. (MSE)

ED 364 100 FL 021 677

Guidelines for Coordination of Special Program Services to Students of Limited English Proficiency.
PUB DATE- Jul 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education Programs; *Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; *English (Second Language); Federal Legislation; Gifted; High Risk Students; *Limited English Speaking; Mission Statements;

A study investigated the role of bilingualism (Basque/Spanish) and motivation in third (English) language acquisition in Spain's Basque country. Subjects were 321 secondary school students in two programs, one with instruction primarily in Spanish and one with instruction primarily in Basque. The following independent variables were analyzed in the subjects: bilingualism (early or late); competence in Basque; monolingual versus bilingual mother; principal language of instruction; general intelligence; attitude toward English; effort made to learn English relative to other subjects; visits to English-speaking countries; and English language instruction outside school. Dependent variables that were examined include achievement in the four language skills (listening, speaking, reading, writing), vocabulary, and grammar. Data were gathered by questionnaire, written tests of English, and interviews in English. Results indicate that: bilinguals performed better in English than monolinguals; highly motivated students performed best; and there were complex interaction effects of bilingualism, motivation, family bilingualism, Basque as the primary language of instruction, and intelligence on English achievement. Contains 32 references. Results of data analyses are appended. (MSE)

ED 364 119 FL 800 695

Health through Knowledge: An ESL Curriculum with a Special Focus on AIDS Awareness.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- Jun 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Cultural Context; Curriculum; *English (Second Language); *Health Education; Health Promotion; Immigrants; Instructional Materials; Migrant Adult Education; Pregnancy; Refugees; Venereal Diseases
IDENTIFIERS- Problem Posing; Refugee Womens Alliance

Health concerns that refugees and immigrants might have are discussed in a culturally relevant and sensitive way, and information on sensitive topics, such as drugs, sexuality, and Acquired Immune Deficiency Syndrome (AIDS) is provided so that refugee and immigrant parents can protect themselves as well as teach their children to protect themselves. Among the challenges refugee and immigrant families face in America is balancing two cultures-their own and the mainstream ways. Because this is most evident in the way parents raise their children, lessons are included that discuss the teenage years, puberty, sexuality, drugs and alcohol, topics that are difficult for refugee and immigrant parents to talk about with their children. Each lesson draws heavily on the students' cultural background, so that topics are discussed not only in the context of American culture, but also in the context of the experience of each cultural group. The general lesson format is fashioned after a problem posing format that has proven to be effective in teaching English as a Second Language (ESL) contextually at the Refugee Women's Alliance. (Adjunct ERIC Clearinghouse on Literacy Education) (Author/AB)

ED 364 120 FL 800 697

doctorate recipients. (GLR)

ED 364 139 HE 026 936

Sill, Geoffrey M., Ed.; And Others
Opening the American Mind: Race, Ethnicity, and Gender in Higher Education.
PUB DATE- 93
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; *Educational Change; Educational Environment; Educational Philosophy; Essays; Ethnic Groups; *Higher Education; Literacy; *Multicultural Education; Racial Integration

This book presents a collection of essays addressing the theoretical, institutional, and disciplinary problems created by the diversification of American culture. The 13 essays have the following titles and authors: (1) "The De-Europeanization of American Culture" (Leon Botstein); (2) "Cult-Lit: Hirsch, Literacy, and 'The National Culture'" (Barbara Herrnstein Smith); (3) "Practical Philosophy and Vernacular Openings: The Poetry Project and the American Mind" (Houston Baker, Jr.); (4) "Extending the Democratic Tradition in American Higher Education: Infusing Race, Ethnicity, and Gender Across the Curriculum" (James J. Scanlon); (5) "The Campus Racial Climate and the Demographic Imperative" (John Silvanus Wilson, Jr.); (6) "The Dog That Didn't Bark in the Night, or A Case Study of Integrating Race and Gender Studies into the Curriculum" (Ann S. Ferren and Kay Mussell); (7) "Setting a Tone of Acceptance: Impairment and the Schools" (Barbara Hardaway); (8) "Teaching 'Outrageously': Working with Student Resistance" (Susan R. Horton); (9) "The Melting Pot in the Classroom" (Susan Dean); (10) "The End of 'American' Literature: Toward a Multicultural Practice" (Gregory S. Jay); (11) "What Shall Be the Tune?: Oppositional Studies and the Limits of 'Happy Pluralism'" (Theodore O. Mason, Jr.); (12) "Capturing a Chameleon Called Literacy" (Miriam T. Chaplin); and (13) "Bilingual Education: A Teacher's Guide to Recent Publications on Theory and Practice" (Jean Ritzke). (Contains over 350 references and an index.) (GLR)

ED 364 140 HE 026 937

Dittemore, Margaret, Comp.; And Others
The Higher Education of Women in the South: An Annotated Bibliography. Archival and Bibliographic Series, III.
PUB DATE- 92
NOTE- 241p.; Funded in part by a grant from the Newcomb Foundation.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Blacks; Books; *Colleges; Doctoral Dissertations; Educational Change; *Educational History; Educational Trends; Higher Education; Masters Theses; Reference Materials; Undergraduate Study; *Universities; *Womens Education
IDENTIFIERS- *United States (South)

This annotated bibliography lists 635 publications, dissertations, and archival sources which examine the history of women's education in the southern United States. A brief history of the education of women in the South precedes the grant activities, what worked unexpectedly, what did not work, available information, and what has happened to the program since the grant ended. The programs and colleges are: (1) Alverno College (Wisconsin): High/Middle School-College Teaching Partnerships; (2) Atlanta University (Georgia): Integrating Computerized Bibliographic Services into Historically Black Schools; (3) University of California-Los Angeles: A Value-Added Approach to Institutional Excellence; (4) Carnegie Mellon University (Pennsylvania): A Learner-Centered Computer Environment for Critical Reading, Reasoning, and Writing; (5) DePaul University (Illinois): Equal Educational Opportunity for Learning Disabled College Students; (6) DePaul University: Master of Arts Program for Practicing Professionals; (7) Georgetown University (District of Columbia): Interdisciplinary Education for Advanced Technology and International Public Policy; (8) Long Island University (New York): The Hellman Academy for Mathematics and Science Teacher Education Retraining; (9) Madonna College (Michigan): Educational Access for Hispanic Youth; (10) University of Missouri-Columbia: Integrating Dispute Resolution into First Year Law School Curriculum; (11) University of Missouri-St. Louis: Gateway Writing Project-Composing, Computers and Contexts; (12) University of Oregon: Microcomputing Laboratory for Integrative Learning in Physiology; (13) Salisbury State College (Maryland): The Mathematical Competition in Modeling; (14) Southern Regional Education Board: Improving the Pass Rate of Minority Students on Teacher Certification Examinations; and (15) University of Virginia: Teacher Training through Computer Simulation. (JB)

ED 364 159   HE 026 957

Marcus, Dora; And Others
Lessons Learned from FIPSE Projects II.
PUB DATE- Sep 93
NOTE- 194p.; For a related document, see HE 026 956.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Instruction; College Outcomes Assessment; College Science; Computer Oriented Programs; Curriculum Design; Ethics; Evaluation; General Education; Higher Education; *Instructional Improvement; Program Descriptions; Program Design; Program Effectiveness; Second Language Instruction; Teacher Education
IDENTIFIERS- *Fund for Improvement of Postsecondary Education

This monograph describes 30 college and university programs funded by the Fund for the Improvement of Postsecondary Education from 1989 to 1991. Each description includes information on program purpose, project activities, major insights and lessons, project continuation, and available information. The first group of 10 are programs focused on assessment and include an assessment resource center, area concentration achievement testing with curricular evaluation, computers and college writing, assessment seminars, New Pathway Curriculum impact evaluation, liberal education model assessment, college-wide measures toward general education goals, comprehensive assessment in academic disciplines, and a regional assessment network. Another group of four programs address college teaching: professional development, medical scholars, and database and online service orientation. Nine projects address curriculum and teaching in the disciplines including laboratory education, undergraduate mathematics, move Aid to Families with Dependent Children (AFDC) recipients in Texas from welfare dependency to economic self-sufficiency and to assess the degree to which coordination resulted in movement from welfare into employment. The project relied on two research components: (1) field visits to selected areas to document the nature and extent of local program coordination in 11 regions, and (2) statistical analysis of agency records to determine the impact of coordination on key outcomes for welfare recipients. Significant changes in the influence of selected program variables on AFDC duration and employment outcomes between the baseline and coordination periods were documented in all regions studied. It was concluded that coordination is indeed improving the performance of welfare-to-work programs in Texas. A series of recommendations for enhancing welfare-to-work program design and improving interprogram and interagency coordination were developed on the basis of insights developed throughout the project. (Contains 42 references. Appended are 24 tables summarizing statistical results by region and 4 tables detailing the influence of marital status on probability of getting on or off the AFDC program.) (MN)

ED 363 698 CE 064 896

Salzano, Julienne
The Key to Successful Computerization Is through Good Trainers.
PUB DATE- Mar 92
NOTE- 4p.; Paper presented at the International Conference on Technology and Education (9th, Paris, France, March 16-20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Computer Literacy; *Computers; *Industrial Training; *Leadership; *Peer Relationship; Supervisors; Teamwork; *Trainers; *Training Methods

Although few technologies have expanded as rapidly as computer technology, little is known about education and training for computers. In view of this, experts in the fields of computer technology and computer training were interviewed to identify those elements that are essential in training workers to become proficient with computers. Seven experts (including managerial personnel from major computer firms, two trainers, and three heads of university departments related to computerization and training) were asked a series of open-ended questions in 2-hour interviews. According to the experts, supportive leadership is a must for introducing computers, and the success or failure of a computerization process rests on the shoulders of supervisors and trainers. Supervisor participation in vendor training, especially in positions where they were perceived as part of an employer-supervisor team and in which they provided peer support to employees during the learning process, was said to be the most effective strategy for introducing computers into an organization. (MN)

ED 363 699 CE 064 897

Comparative Analysis of Systems and Procedures for Certification of Qualifications in Force in the European Community. Summary and Tables.
PUB DATE- Oct 93
NOTE- 34p.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Citations (References); Classroom Techniques; *Clinical Experience; Competence; Competency Based Education; Course Content; Educational Resources; Individualized Instruction; Job Skills; Learning Activities; Postsecondary Education; *Radiologic Technologists; *Radiology; Study Guides; *Teaching Methods; Tests; Units of Study
IDENTIFIERS- *Medical Imaging Occupations

The instructor's packet, the first of two packets, is one of a series of materials designed to help students who are investigating the activities within a radiology department or considering any of the imaging technologies as a career. The material is designed to relate training experience to information studied in the classroom. This packet provides the following teacher materials for a clinical rotation: learning objectives and five references for the rotation, a student's weekly clinical rotation report. a clinical supervisor's evaluation sheet, the clinical rotation activity checklist based on the essential elements specific to an aide or assistant, a case study record, answer keys for the worksheets in the student packets, procedure sheets, and a section offering assignments for more advanced study, with answers. The students' packet provides student materials for use in the clinical rotation of a radiology and imaging course. The following materials are included: rotation objectives and a list of 5 reference materials, information on now to use the study packet, a clinical rotation activity checklist, 25 worksheets, a glossary of 54 radiologic terms, and a list of 6 career resources. The materials in both packets cover the following worksheet topics: radiology department personnel; radiation safety; hazardous materials; medical asepsis; transporting patients; body mechanics; linens and disposable supplies; communicating with patients; body cavities, directions, and planes; radiographs and imaging records; basic x-ray equipment; fluoroscopy; tomography and computer tomography; sonography; magnetic resonance imaging; nuclear medicine; patient records; charting; maintaining film supplies; maintenance of the darkroom; receiving and maintaining an inventory of supplies; conservation of supplies; equipment for processing; organization of the hospital; and the nature and production of x-radiation. (KC)

ED 363 716 CE 064 936

Fair, Helena J.
Sports Medicine. Instructor's Guide, Student's Manual, Student Learning Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accident Prevention; Allied Health Occupations Education; Behavioral Objectives; Career Education; *Career

Programs; Educational Testing; *High School Equivalency Programs; *Literacy Education; *Norm Referenced Tests; Predictive Validity; *Student Placement; Test Validity
IDENTIFIERS- General Educational Development Tests; *Tests of Adult Basic Education; *Tests of Adult Literacy Skills

A study evaluated different approaches to placing students in adult literacy classes using 168 adult basic education (ABE) and General Educational Development (GED) students. Students in classes at Rochambeau School in White Plains, New York, were given the Tests of Adult Basic Education (TABE), the Tests of Adult Literacy Skills (TALS), an oral reading test, and a decoding test. They were tested upon entry into an adult literacy program and then placed into either ABE classes (three levels) or a GED preparation class (one level). Various mismatch measures, along with multiple and linear regression, were used to evaluate how well each test predicted the actual placements made. The TABE Locator, which required 37 minutes to administer, predicted actual placements as well as or better than the full TABE, which was normally administered for placement and which, with the Locator, required almost 3 hours to administer. The conclusion from these data was that lengthy testing for placement into four or fewer levels is unnecessary. Neither the TALS, the decoding test, nor the oral reading test performed as well as the TABE Locator. (Appendixes include 24 references, 5 data figures, descriptions of White Plains placement procedures, and 6 data tables.) (Author/YLB)

ED 363 734 CE 064 962

Paris, Scott; Parecki, Andrea
Metacognitive Aspects of Adult Literacy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; *Cognitive Ability; Educational Research; Language Acquisition; Learning Processes; Literacy Education; *Metacognition; Research Needs; Self Evaluation (Individuals); *Self Motivation; Student Evaluation; Teaching Methods

This report considers the various facets of metacognition and their relation to adult literacy. The first section provides definitions of literacy and discusses the issue of single versus multiple factor hypotheses. The second section looks at the foundation of research on metacognition and literacy development in children. It examines whether this research can be generalized to adults or whether its implications must be transformed in nondevelopmental models. The third section defines metacognition in the context of adult literacy. It considers the sparse research that has been done to date and suggests multiple directions for future research. The fourth section defines some individual variables that may affect metacognition: age, gender, and ability; cultural background and beliefs; personal language; and motivation and self-perception. The fifth section discusses instructional approaches designed to enhance both metacognition and literacy proficiency. The final section addresses assessment issues, including whether metacognition has been measured adequately in adults and how it might be measured to promote instruction and reflection. A conclusion offers speculations about future directions for research. Contains 63 references. (Author/YLB) and produce the recruitment and retention that result in public awareness and knowledge that enhances participation. Suggestions to increase public awareness and knowledge of adult basic education or literacy include the following: more student leadership, mandatory literacy programs, student testimonials, celebrity involvement, and coordination of interagency efforts. (Contains 18 references and an appendix detailing years of formal schooling completed, by county.) (YLB)

ED 363 753 CE 064 994

Pierce, W. Lee; And Others
Recruitment and Retention of Adult Basic Education Students.
PUB DATE- Jul 93
NOTE- 49p.; For related documents, see CE 064 991-993. A product of the Adult Education Program Development Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Persistence; *Adult Basic Education; *Dropout Prevention; Dropouts; Publicity; Public Relations; *School Holding Power; State Programs; *Statewide Planning; Student Attrition; *Student Recruitment
IDENTIFIERS- *Mississippi

Mississippi loses up to one-third of its potential high school graduates between grades 9 and 12. Developing and implementing a comprehensive strategy for student recruitment are the first and most important steps in organizing an adult basic education program to serve the needs of these individuals. Recruitment requires trying as many methods as possible, including the following: high staff visibility, tours and open houses, student orientation, peer recruitment, and saturation of the community with public relations material. However, attrition rates are high, due to adult responsibilities and pressures. Adult basic education staff must provide the appropriate learning environment and flexibility of scheduling and offer counseling opportunities and role models to encourage students to remain in the program. (Contains 28 references and an appendix detailing years of formal schooling completed, by county.) (YLB)

ED 363 754 CE 064 996

A Quick Guide to Taking Employment Tests and Applying for Government and Other Jobs.
PUB DATE- Mar 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Federal Government; *Job Application; Local Government; *Occupational Tests; Public Sector; *Public Service Occupations; State Government; Study Guides; *Test Coaching; *Test Format; *Test Wiseness

This guide provides information for persons preparing to take government and other employment opportunity entrance examinations. It was developed for use with the Federal Bureau of Investigation and other government agencies employing West Virginians and will be used by Adult Basic Education instructors to better prepare adults for employment. The guide contains examples of the type of questions asked on employment section analysis, and minority views concerning the bill. (KC)

ED 363 774 CE 065 076

Cave, George; And Others
JOBSTART. Final Report on a Program for School Dropouts.
PUB DATE- Oct 93
NOTE- 424p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Career Education; *Cost Effectiveness; Demonstration Programs; *Dropout Programs; Dropouts; *Economically Disadvantaged; Educational Attainment; High School Equivalency Programs; Job Placement; *Job Training; *Program Effectiveness; Salary Wage Differentials; *Wages; Welfare Recipients
IDENTIFIERS- *JOBSTART

The JOBSTART demonstration program provided education and vocational training, support services, and job placement assistance to educationally disadvantaged dropouts aged 17-21 at 13 sites. An evaluation assessed whether helping disadvantaged dropouts increase their educational attainment led to increased earnings. A total of 2,312 people were randomly assigned to an experimental group that received JOBSTART services and a control group that did not. Data from 1,941 youth for whom 48 months of follow-up data were available were analyzed. Findings indicated that JOBSTART led to a significant increase in the rate at which the youths passed the General Educational Development examination or completed high school. Youths in the experimental group earned less on average than those in the control group during the first year of follow-up. In the final 2 years, experimentals' earnings appeared to overtake those of controls for the full sample. Encouraging earnings impacts included those for young men who had been arrested between age 16 and program entry and for young men and women who had dropped out of school because they had educational difficulties. Earnings impacts were very large for one site: Center for Employment Training, San Jose, California. Overall, JOBSTART led to little change in youths' receipt of public assistance. From the perspectives of taxpayers and society as a whole, the investment in JOBSTART services was not repaid through increases in earnings or other quantified benefits by the end of the follow-up period. (Appendixes include descriptions of data sources, methodological issues of the JOBSTART impact analysis, description of the cost estimation, data tables, and 84 references.) (YLB)

ED 363 775 CE 065 077

Middle-Level Education: Implications for Vocational Education. A Position Paper from the Ad Hoc Middle School Task Force.
PUB DATE- 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Career Education; *Career Exploration; *Core Curriculum; *Educational Philosophy; Educational Planning; Educational Quality; Educational Responsibility; Elementary School Students; Futures (of Society); Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Mission Statements; Models; Preadolescents;

companies to decrease their rate of growth of contingent staffing and increase their use of flextime, job sharing, and home-based work. Several specifics stood out within this general shift of emphasis from flexible staffing to flexible scheduling. Human resources executives expressed lower levels of satisfaction with temporary agency hires, compared to independent contractors and in-house temporaries, on three counts: job performance, administrative costs, and ease of supervision. Results revealed an uneven, but growing, interest on the part of employers to consider work schedules that differed from the full-time, Monday through Friday, 9-to-5 arrangements. As of now, part-time job opportunities and flextime programs existed in a significant proportion of surveyed companies. In companies that had adopted flextime, job sharing, and home-based work, human resources executives gave employees on these schedules high marks with regard to job performance. Surveyed companies were most apt to provide these types of time-off policies: paid absences for vacation, jury duty, sick leave, and bereavement. In addition, leaves for family-related matters, typically unpaid, existed in a significant proportion of the surveyed companies. (YLB)

ED 363 793 CE 065 115

Johnson, Arlene A.
Relocating Two-Earner Couples: What Companies Are Doing. Research Bulletin No. 247.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Dual Career Family; Employed Parents; *Employment Practices; *Employment Services; *Family Mobility; Fringe Benefits; National Surveys; Occupational Mobility; Personnel Management; Personnel Policy; *Relocation; *Spouses
IDENTIFIERS- Spouse Relocation Assistance

Forty employer organizations granted interviews to discuss the status of their spouse employment assistance programs, motivation for the programs, and implementation experiences. Representatives of 21 relocation consulting and research organizations supplied information on the rationale for the services they offer, ways employers use their services, and issues and trends they observe in corporate assistance for families. Findings indicated spouse employment assistance programs were becoming more prevalent and formalized. Many companies were in a decision-making phase. For companies that reported the greatest satisfaction with their program, key issues were internal needs assessment, communication of the program, and positioning the program alongside other work force issues. Three types of assistance formed the basis of current employer programs: information on techniques for self-marketing, access to the local job market, and personalized counseling and support. Each option had advantages, but little data existed on whether spouse assistance was effective in reducing reluctance to relocate. New kinds of programs were emerging to address the problems of multiple operating sites, diverse spouse needs, and cost containment: decision-making packages, flexible programs with multiple options, commuter allowances, assistance for unmarried partners, and programs for international spouses whose visas prevent them from working. (YLB)

NOTE- 39p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Coping; Group Counseling; Secondary Education; *Self Esteem; *Skill Development; *Youth Problems
IDENTIFIERS- *Denial (Psychology)

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. It contains 20 lessons that focus on a variety of coping skills. Lesson 1 helps students to reduce their anxiety and to learn that it is normal and expectable to make mistakes. Several lessons offer suggestions on ways to help to build students' self-esteem and to help students to work cooperatively and make more honest contributions during group counseling sessions. Other lessons help students learn more effective ways to interact with parents and siblings at home; to acknowledge their own personal improvements; and to evaluate their dependence on substances, people, or other things. One lesson helps students to understand themselves in the context of their past and future; several others help students to evaluate gang membership. Other lessons focus on actually making changes, providing feedback, and understanding the costs on one's actions before one acts. A number of lessons focus on denial and how to break through it, especially as it relates to gang activities and dependency. (NB)

ED 363 812 CG 025 083

Wells, Ruth Herman
All-Time Favorite Lessons. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 93
NOTE- 35p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Coping; *Interpersonal Competence; Juvenile Gangs; Secondary Education; *Self Esteem; *Youth Problems

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. It cuts across the areas covered in the other guides (coping skills, social skills, and school skills) to present 20 important lessons for troubled youth. Individual lessons in this guide focus on gangs and gang membership; special education; over-intellectualizing; excuse-making; teacher-student communication; the importance of punctuality; how to properly ride on the school bus; personal space and distance issues; how to think before acting; how to work together cooperatively; gang dependence and denial; alternatives to running away; appropriate behavior with a substitute teacher; the danger of prejudice and stereotyping; codependency and gang membership; the basics of therapy group operation as it relates to confidentiality; self-esteem; classroom rules; how to accept "no" for an answer; and how to avoid imploding one mistake into many by lying, having a temper tantrum, covering up, or making additional poor choices. (NB)

ED 363 813 CG 025 084

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- College Students; *Cultural Influences; *Decision Making; *Drug Addiction; *Drug Use; Higher Education; High Schools; High School Students; Prevention; *Substance Abuse

This book is intended for high school and college courses in which personal issues related to addictive problems and substance abuse are a significant focus; the readings and exercises may be of use in teaching such a course as well as helping the student. Chapter 1 provides an introduction to drug and alcohol abuse. It examines recent developments and societal trends, defines prevention, and identifies high-risk groups. Chapter 2 explores both research and theories on drug use. Chapter 3 examines how drugs work, exploring such topics as the chemical transmission of nerve impulses; absorption, distribution, and elimination; tolerance and withdrawal; and drug interactions. Chapter 4 focuses on decision making, examining such issues as attribution, self-efficacy, interpersonal influences, and decision-making skills. Chapter 5 addresses cultural influences on decision making. Chapter 6 focuses on chemical dependence by exploring the disease, behavioral, sociological, and psychological models of dependence. This chapter also examines the development of chemical dependence, the identification of an addicted person, and intervention techniques. Chapter 7 looks at co-dependence; chapter 8 examines recovery, relapse, and non-addictive lifestyles; and chapter 9 considers prevention of addictive problems. Each chapter includes a debate or discussion topic, exercises for further study, and suggested readings. Some chapters also include self-examination topics and a list of recommended films. A resource list and references are appended. (NB)

ED 363 833 CG 026 016

The State of Youth at Risk and the Juvenile Justice System: Prevention and Intervention. Hearing on Support for State Law Enforcement Efforts and for State Juvenile Justice Systems To Help Address the Wave of Violent Crimes among Youthful Offenders before the Subcommittee on Juvenile Justice of the Committee on the Judiciary, United States Senate, One Hundred Second Congress, Second Session (Atlanta, GA, October 21, 1992).
PUB DATE- 93
NOTE- 85p.; Serial No. J-102-89. Portions contain small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *At Risk Persons; Child Abuse; Child Neglect; Crime; *Delinquency; Elementary Secondary Education; Hearings; Homeless People; Intervention; Juvenile Gangs; *Juvenile Justice; *Prevention; Runaways; School Role; *Youth Problems
IDENTIFIERS- *Congress 102nd

This document presents witness testimonies and prepared statements from a Senate hearing held in Atlanta, Georgia to examine the problem of crime among youth and to discuss the reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974. In his opening statement, Senator

DESCRIPTORS- Beginning Reading; Computer Uses in Education; Context Clues; *Decoding (Reading); Elementary Education; *Phonics; *Reading Instruction; *Reading Skills; Special Needs Students; Whole Language Approach; *Word Recognition

Including revisions and updates in all areas, this book functions as a pre-service and in-service teacher self-instructional manual in word recognition skills. The first part of the book discusses the controversy concerning early phonics instruction versus use of the whole language approach, and then discusses consonants, vowels, reading readiness, and how to begin to teach phonics. The second part discusses additional word recognition skills, including sight words, structural analysis, context clues, and using the dictionary. The third part addresses an improved decoding strategy. The fourth part discusses the expanding role of the computer in the reading classroom. The fifth part addresses meeting the special needs of students. Appendixes present answer keys, record forms, example word lists, tests, and resources for the teacher. (RS)

ED 363 853 CS 011 447

Flynt, E. Sutton; Cooter, Robert B., Jr.
Reading Inventory for the Classroom.
PUB DATE- 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- Diagnostic Tests; Elementary Education; *Informal Reading Inventories; Junior High Schools; Miscue Analysis; *Reading Diagnosis; Student Placement
IDENTIFIERS- *Flynt Cooter Informal Reading Inventory

Designed to assist teachers in the placement of students with appropriate reading and instructional materials, this book presents an informal reading inventory intended for use in public or private schools, intervention programs, or clinical settings for student in grades one through nine. The informal reading inventory in the book is traditional in appearance but has a number of features that reflect the current state of knowledge concerning the assessment of reading processes: high interest passages, longer passages, passage retellings, story grammar analyses, expository text grammars, and miscue analysis grids. After an introductory section, the book presents three forms of the Flynt-Cooter informal reading inventory. Each form is composed of three sections: sentences to determine initial passage selection, the reading passages themselves, and the accompanying assessment protocols. Appendixes present optional miscue grids, additional guidelines, and a scored student example. (RS)

ED 363 854 CS 011 452

Berger, Allen
Literacies in Inner- and Outer-Cities.
PUB DATE- 21 Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Class Activities; Discussion (Teaching Technique); Higher Education; Homeless People; Novels; *Reading Material Selection; Secondary Education; Student Reaction; *Vietnam War; Writing Assignments
IDENTIFIERS- Response Based Writing; *Response to Literature; *Vietnam War Literature

Suggesting that literature dealing with the Vietnam War can have a dramatic impact on students, this paper assists teachers in selecting young adult literature on the war, discusses a variety of assignments, and presents student responses to the literature. The paper begins with a discussion of the three main types of young adult literature: combat narratives; the war at home; and the legacies of the war--the refugee experience, and the impact of the war on the children of the generation that came of age during the war. The paper then discusses designing instruction that engages students, including key questions for discussion and study, writing assignments, discussion questions for a particular work (an oral history of the war), and follow-up writing assignments. The paper next considers an approach to use with Mary Downing Hahn's "December Stillness"--having students complete and discuss the results of an "opinionnaire" about homelessness which can then be used as a framework for studying some key aspects of the novel. The paper also discusses five writing assignments based on the novel. Examples of how some students have responded to literature of the Vietnam War are also provided. Thirty-five references, a 21-item annotated bibliography, two lists of discussion questions, writing assignments, a small group assignment, and the opinionnaire form on homelessness are attached. (RS)

ED 363 873 CS 214 094

Adams, Katherine H.
A History of Professional Writing Instruction in American Colleges: Years of Acceptance, Growth, and Doubt. SMU Studies in Composition and Rhetoric Series.
PUB DATE- 93
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Correspondence; *Creative Writing; Educational History; *Higher Education; *Journalism Education; Professional Education; *Technical Writing; *Writing Instruction
IDENTIFIERS- *Historical Background; Professional Writing

In addition to providing a chronicle of the history of college writing programs in America, this book recognizes their common beginnings, their respective strengths, and the collaboration necessary to train students to be effective writers. The book examines the common roots of courses in creative writing, journalism, technical and business writing, and advanced composition, providing an overview of the origins of American professional or advanced writing instruction. Chapters in the book are: (1) Advanced Writing Instruction and the Shift from College to University; (2) "The Cry for More English"; (3) At

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Adjunct Faculty; College Faculty; *Evaluation Criteria; *Evaluation Methods; *Faculty Evaluation; Higher Education; *Peer Evaluation; *Student Evaluation of Teacher Performance; Teaching Assistants; Teaching Methods; *Writing Teachers
IDENTIFIERS- Educational Issues; Faculty Attitudes

Describing the various forms evaluation can take, this book delineates problems in evaluating writing faculty and sets the stage for reconsidering the entire process to produce a fair, equitable, and appropriate system. The book discusses evaluation through real-life examples: evaluation of writing faculty by literature faculty, student evaluations of teachers, peer evaluation, videotaped evaluation of class sessions, and standard departmental numerical evaluation. Chapters in the Background and Theory section are: (1) "Introduction" (Christine A. Hult); (2) "Evaluating the Teacher of Writing: Questions of Ideology" (David Bleich); and (3) "Evaluating College Teaching: An Overview" (Jesse Jones). Chapters in the Evaluation Methods section are: (4) "The Devil Is in the Details: A Cautionary Tale" (Edward M. White); (5) "Peer Review of Writing Faculty" (Ellen Strenski); (6) "The Observer Observed: Retelling Tales in and out of School" (Anne Marie Flanagan); (7) "(E)VALUE(D): When Writing Teachers Teach Literature" (Michael J. Vivion); (8) "Making Better Use of Student Evaluations of Teachers" (Peter Elbow); and (9) "Using Microteaching to Evaluate Teaching Assistants in a Writing Program" (Mark A. Baker and Joyce A. Kinkead). Chapters in the Evaluating Specific Faculty Groups section are: (10) "Evaluating Adjunct Faculty" (David E. Schwalm); (11) "Teaching Assistants as Collaborators in Their Preparation and Evaluation" (Irwin Weiser); (12) "Evaluating Teachers in Writing-across-the-Curriculum Programs" (John C. Bean); and (13) "Evaluating Teachers in Computerized Classrooms" (Deborah H. Holdstein). (RS)

ED 363 894 CS 214 118

Beach, Richard; Marshall, James
Teaching Literature in the Secondary School.
PUB DATE- 91
NOTE- 582p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Adolescent Literature; Censorship; *Literary Genres; *Literature Appreciation; *Reader Response; Reading Material Selection; Secondary Education; *Secondary School Curriculum; *Teaching Methods; Units of Study; Writing Assignments
IDENTIFIERS- Response to Literature; Writing about Literature

Working from case studies of teachers and from the actual language used by teachers and students, this book provides a rationale for and a description of a response-centered approach to the teaching of literature in the secondary school. Embedded throughout the book are student activities. Each chapter gives suggested readings of related articles and books, and some chapters have lists of recommended literary texts for secondary students. Chapters in the book are: (1) The Teaching of Literature; (2) Literature and the Reader; (3) Talking about Literature; (4) Writing about Literature; (5) Eliciting transition to OBE. (LMI)

ED 363 915 EA 025 302

Lyons, John Kim; McCoy, Gilbert A.
Alternative Fuels for Washington's School Buses: A Report to the Washington State Legislature.
PUB DATE- Dec 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bus Transportation; Cost Effectiveness; Elementary Secondary Education; Energy Conservation; Environmental Standards; *Fuel Consumption; *Fuels; *School Buses; School Safety; Service Vehicles; *State Action; State Government; Student Transportation
IDENTIFIERS- *Washington

This document presents findings of a study that evaluated the use of both propane and compressed natural gas as alternative fuels for Washington State school buses. It discusses air quality improvement actions by state- and federal-level regulators and summarizes vehicle design, development, and commercialization activities by all major engine, automotive, and school bus manufacturers. It also examines Washington's school bus fleet and recommends actions to ensure the emissions-reduction benefits gained from purchasing and operating clean-burning vehicles. It is recommended that the state: (1) establish safety standards controlling the use of alternative fuels; (2) support the office of Superintendent of Public Instruction's (SPI) current development of minimum gaseous fuel specifications for school buses; (3) monitor original equipment manufacturers' activities; (4) support after-market conversions under specific conditions; and (5) establish a framework for future alternative fuel use. Contains 13 tables and 21 figures. (LMI)

ED 363 916 EA 025 307

Collins, Cathy, Ed.; Mangieri, John N., Ed.
Teaching Thinking: An Agenda for the Twenty-First Century.
PUB DATE- 92
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; Convergent Thinking; Creative Thinking; Critical Thinking; Divergent Thinking; Elementary Secondary Education; Evaluative Thinking; Interpretive Skills; *Learning Strategies; *Learning Theories; Literacy; Logical Thinking; *Thinking Skills

This book offers ideas and strategies for teaching thinking in schools. Sixteen chapters and a concluding discussion, each preceded by an introductory article, are written by experts recognized in their fields. The chapters include: (1) "Reading and Thinking with History and Science Text" (Isabel L. Beck and Janice A. Dole; (2) "Developing Problem-Solving Through Language Arts Instruction" (Donna M. Ogle); (3) "Mathematics Learning and Teaching: What We Have Learned in Ten Years" (Thomas A. Romberg); (4) "Thinking Development Through

DESCRIPTORS- Cooperative Programs; *Educational Innovation; *High Schools; High School Students; *Productivity; *School Restructuring; *State Action; State Programs
IDENTIFIERS- *Utah

This publication describes the restructuring plans of 10 Utah high schools in 9 school districts that were selected by the Utah State Board for Vocational Education to implement school restructuring. The Nine District Consortium seeks to build a statewide resource of proven practices and solutions to problems in education. Representing a new approach to a meaningful high school education for all, the program aims to supply Utah's increasingly technology-based economy with the best educated and most productive workers in the world. A related goal is to provide high school students with the skills necessary to enter the work force and compete in a world labor market. Nine sections present descriptions of the restructuring plan at each of the nine districts and highlight changes for the 1992-93 year. A list of school-business partnerships is included. (LMI)

ED 363 935 EA 025 406

Strategic Planning in Utah's Public Schools: Current Status and Recommendations for the Future. A Statewide Study. Executive Summary to the Final Report.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Aug 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Public Schools; School District Autonomy; State Action; *State Legislation; *State Standards; *Statewide Planning; *Strategic Planning
IDENTIFIERS- *Utah

This document presents findings of a study that examined the use of strategic planning by Utah schools and school districts. Enacted in 1992, the Utah State Strategic Plan (USSP) authorized and encouraged school districts and schools to engage in strategic planning activities. Data were obtained through telephone interviews with all 40 Utah school district superintendents, a survey of 216 Utah principals (to which 124 responded), and on-site visits to 5 schools. Far more administrators knew "of" strategic planning than those who understood its substance. Administrators expressed much confusion about the relationship of various state-sponsored programs to one another. Both superintendents and principals expressed positive attitudes toward the plan, but identified teachers as the group most likely to be impacted. They identified as impediments to implementation: lack of clear direction and realistic expectations from the state and lack of funding. Recommendations to improve the reporting process include: (1) clarify the roles of stakeholders and the relationship of strategic planning to other state educational initiatives; (2) prevent political intervention; (3) provide funding, training, and information; (4) develop an accurate, feasible, annual reporting process; and (5) recognize the amount of time needed for implementation. (LMI)

ED 363 936 EA 025 407

A Utah Perspective on the National Education Goals.
PUB DATE- 93

who were retained a grade before entering the STAR program benefitted most in their test scores from the RA condition and often least from the S condition. Implications are that retention fails to help students improve test outcomes and that small-class intervention does not remedy already-defined test-score deficits after students have experienced regular classes. Thirteen tables and an appendix containing statistical data are included. (LMI)

ED 363 957 EA 025 442

Achilles, C. M.
How Do We Go about "Knowing" the Culture of Our School?
PUB DATE- Jul 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affective Behavior; *Cognitive Processes; Collegiality; Conflict Resolution; Elementary Secondary Education; *Epistemology; Group Dynamics; Hermeneutics; *Learning Theories; *Organizational Climate; Psychomotor Skills

Research on learning styles has shown that students learn better when teachers plan class learning activities to fit students' learning styles. This paper describes three "ways of knowing" and discusses the role they play in "knowing the culture" of a school. The first part relates ways of knowing to the usual three domains of learning--cognitive, affective, and psychomotor--and offers an overview of the work of thinkers on the subject ranging from the ancient philosophers to psychologist Carl Jung. The second part examines more recent work on cognition and describes how it relates to teaching and learning. It is suggested that dialogue is a way to overcome hindrances to knowing. To discover the culture of a school, the three ways of knowing can be combined through dialogue, in which a "human group process" is used to arrive at common ground that serves as a basis for discussion. Eight tables are included. Appendices contain a model for innovative expansion of education modalities and an excerpt from William James' "The Varieties of Religious Experience." (LMI)

ED 363 958 EA 025 443

Wang, Changhua; And Others
Menucha VI: Diversity as Opportunity in Workplaces, Communities, and Schools. Conference Report (Corbett, Oregon, August 16-18, 1993).
PUB DATE- Nov 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Awareness; *Cultural Pluralism; *Diversity (Institutional); Elementary Secondary Education; Ethnic Relations; *Intercultural Communication; *Minority Groups; Racial Relations

This document describes the proceedings of the 1993 Menucha Conference, sponsored by the Northwest Regional Educational Laboratory (NWREL) and the Northwest Futures Group for Work Relevant Education. Under the theme "Diversity in the Workplace," participants focused on building diversity as an opportunity. Summaries are presented of sessions that asked: (1) What is happening to people in workplaces, communities, and

Students; *Peer Acceptance; Personal Narratives; Social Integration; *Student Characteristics; Symptoms (Individual Disorders)

This booklet is intended to help children learn to understand and accept a classmate or schoolmate who is autistic. It describes the autistic child's characteristics and life from the child's point of view, including positive aspects such as learning to read and learning to do arithmetic, and negative aspects such as not talking well and not accepting change. Written in simple language, the booklet introduces a child with autism and provides suggestions on how classmates can be her friend. (DB)

ED 363 979 EC 302 532

Dalrymple, Nancy
Helpful Responses to Some of the Behaviors of Individuals with Autism.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; *Behavior Patterns; *Behavior Problems; Individual Characteristics; Interpersonal Relationship; *Intervention

This booklet is designed to help people understand and interact better with people with autism, through descriptions and suggestions for dealing with 33 autistic behaviors. First, the booklet provides a simple list, or index, of the 33 behaviors. Then, for each behavior, the typical "common response" (but not helpful) response is given, along with the autistic interpretation of the behavior and a variety of suggestions for helpful responses. Examples of behaviors analyzed include: person is rigid and inflexible, wanting everything scheduled and consistent; person has trouble solving simple everyday problems; person does not respond when asked to do something; person wants to do things immediately; person follows certain rituals compulsively; and person has a history of toileting problems. In the first example cited "person is rigid" the common response provided is "person has to learn to fit in"; the autistic interpretation is "person is trying to keep the world manageable"; the helpful responses included "teach flexibility by introducing change slowly," "use pictures and written schedules," and "provide choices," etc. (DB)

ED 363 980 EC 302 533

Dalrymple, Nancy
Competencies for People Teaching Individuals with Autism and Other Pervasive Developmental Disorders. Third Edition.
PUB DATE- 93
NOTE- 32p.; Original edition written in collaboration with Gladys Williams.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; Behavior Development; *Competency Based Teacher Education; Evaluation Methods; Knowledge Level;

power input. Cycle accessories described include pedal attachments, torso supports, back supports, hip pads and harnesses, modified seats and seat accessories, adapted handlebars and handlebar accessories, and protective helmets. A table lists approximately 50 cycles and provides the following information for each: model name, manufacturer, power input, wheel configuration, rider position, user groups, and comments. Manufacturers' addresses are provided. The fact sheet concludes with a list of 6 sports organizations for persons with disabilities, 6 general cycling associations, 11 sports publications of interest to athletes with disabilities, and 22 recommended additional readings. (JDD)

ED 363 998 EC 302 567

Identifying and Assisting the Gifted Child: Six Guides for the Clinical Social Worker; School Counselor; School Social Worker; Nurse; Physician; and Psychologist.
PUB DATE- Oct 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ability Identification; Elementary Secondary Education; *Gifted; *Intervention; Nurses; Physicians; Professional Personnel; Psychologists; School Counselors; Social Workers; Staff Role; Student Characteristics

These six guides on identifying and assisting the gifted school-age child are specifically addressed to either clinical social workers, school social workers, school counselors, nurses, physicians, and psychologists. Each leaflet examines the role of the target professional in providing assistance to gifted children. For example, the social worker's role is viewed as assessing psychosocial status, evaluating emotional and behavioral functioning, and providing appropriate psychotherapeutic intervention; the counselor's role is defined as providing assistance with educational planning and placement, career development, personal growth and development, and life skills development; and the nurse's role includes assessing children's developmental skills and assessing concerns and behaviors of family members. Each leaflet discusses identification criteria and student characteristics, outlines intervention techniques, lists 6 organizational resources (emphasizing Michigan resources), and lists 11 books. (JDD)

ED 363 999 EC 302 568

Status of Special Education Exiters: A Pilot Study.
PUB DATE- Sep 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Daily Living Skills; *Disabilities; Dropouts; *Employment; Graduate Surveys; *High School Graduates; High Schools; *Independent Living; *Leisure Time; *Outcomes of Education; Postsecondary Education; Quality of Life; Recreational Activities; Special Education; Student Characteristics; Student Experience

listed. A precollege financial aid checklist is provided. (JDD)

ED 364 017 EC 302 587

Davie, Ann R.
Young Adults with Learning Disabilities and Other Special Needs: Guide for Selecting Postsecondary Transition Programs. Update.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 13p.; For an earlier version, see ED 303 948.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Preparation; Community Programs; Daily Living Skills; Educational Practices; Education Work Relationship; Employment Opportunities; Higher Education; Independent Living; *Learning Disabilities; Models; Needs Assessment; Postsecondary Education; Residential Programs; Selection; Skill Development; Student Characteristics; *Student Development; Student Evaluation; *Transitional Programs; Vocational Rehabilitation; Young Adults

This resource paper provides information about postsecondary programs for young adults with substantial learning disabilities and other special needs. The introductory section gives the characteristics of the population and components of selected educational and training programs which seem to be successful. The resource guide then provides parents and professionals some guidelines for recognizing the young person's strengths and weaknesses, and recommendations for teaching them skills necessary to live more independently. Another section, addressed to the young adult, can serve as a worksheet for discussion with parents or other advisers on preparing for independence. A section on programs and resources describes about 35 campus-related programs, transitional residential programs, and vocational rehabilitation centers. A few programs with local appeal are described to encourage the development of such programs elsewhere. Final sections list 4 employment information sources and 13 selected publications. (JDD)

ED 364 018 EC 302 588

Hartman, Rhona C.; Baker, Bonnie
Strategies for Advising Disabled Students for Postsecondary Education. Update.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 5p.; For an earlier version, see ED 279 927.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Counseling; Caseworker Approach; *College Bound Students; *College Preparation; *Counseling Techniques; Counselor Role; Decision Making; *Disabilities; Higher Education; High Schools; Postsecondary Education; Resources; School Counseling; Vocational Rehabilitation

This fact sheet suggests several strategies for counseling

Casale, Jenni
Student Assistance Programs and High Risk Youth.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 223p.; A product of the Comprehensive Special Education Drug Initiative.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Coping; *Disabilities; Drug Abuse; Elementary Secondary Education; *High Risk Students; *Intervention; *Prevention; Program Development; Risk; Self Esteem; *Student Behavior; *Substance Abuse; Teamwork
IDENTIFIERS- 12 Step Programs

This manual discusses a method for developing a comprehensive drug abuse prevention and intervention program for students in special education. The first section contains introductory material regarding high risk students in general and implications for special education. The second section outlines material on specific types of high-risk students, including use of alcohol and other drugs, smoking, depression and suicide, and gang involvement. The third section looks at children who grow up in dysfunctional families and the impact of this on a child's ability to function in school. In the fourth section, the concepts of "enabling" (allowing youth to continue high-risk behavior) and "empowering" (deterring high risk behavior) are discussed. The fifth section includes the "nuts and bolts" of a comprehensive program to address the needs of high-risk youth and to prevent other youth from getting involved in high risk behavior. The concept of a "core team" to implement this program is covered. Section six covers effective communication skills and research on helping children survive trauma in their lives. Ways that school can help build in protective factors which facilitate this survival (most specifically self-esteem) are discussed. Finally, information about 12-step programs of recovery (such as Alcoholics Anonymous) is presented. (References accompany each chapter.) (JDD)

ED 364 037   EC 302 607

Cohen, Tsivia S.
The PRISE (Positive Resiliency in Special Education) Curriculum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 455p.; A product of the Comprehensive Special Education Drug Initiative.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coping; Daily Living Skills; Decision Making; *Disabilities; Drinking; *Drug Education; Drug Use; Elementary Secondary Education; Interpersonal Relationship; *Learning Activities; Lesson Plans; Needs Assessment; Peer Influence; *Prevention; Self Esteem; *Substance Abuse; Teaching Methods
IDENTIFIERS- *Positive Resiliency in Special Education; *Resilience (Personality)

The PRISE (Positive Resiliency in Special Education) Curriculum was designed to prevent alcohol and other drug use among the special education population in kindergarten through high school, by involving students in classroom activities that will teaching strategies are suggested for specific student needs. Suggestions are also given for evaluation and teaching of employment skills. Appendixes contain proceedings for the provision of transitional services in Puerto Rico, referral forms for various programs, and a glossary of terms related to the transition from school to adult life. (Contains seven references.) (SLD)

ED 364 058 EC 302 631

Manual de Orientacion para la Organizacion de Servicios de Vida Independiente a Jovenes con Impedimentos (Orientation Manual for the Organization of Independent Living Services for Youth with Disabilities).
PUB DATE- 90
NOTE- 23p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Curriculum Development; *Daily Living Skills; Delivery Systems; *Disabilities; Education Work Relationship; *Independent Living; Instructional Materials; Models; Program Development; Program Implementation; School Districts; Secondary Education; Special Education; Vocational Education
IDENTIFIERS- *Puerto Rico

The Secretary of Special Education of Puerto Rico has been searching for ways to offer appropriate special education services for young people between 13 and 21 years of age whose educational level does not allow them to benefit from current prevocational or vocational services. At present groups are being organized to offer services for development of independent living skills. This manual is designed to facilitate the development of such services in school districts. Services, their development, and their functioning are described and three models are presented for offering these services: (1) independent living groups of 15 to 18 students; (2) independent living centers for more than 18 students; and (3) independent living groups at a prevocational level. A curriculum is suggested for each of these approaches, and the equipment and materials needed are described. Some examples are given of work programs that are possible. (SLD)

ED 364 059 FL 021 365

Language and Language Education: Working Papers of the National Languages and Literacy Institute of Australia. Volume 2, Number 1.
PUB DATE- 92
NOTE- 99p.; For individual articles, see FL 021 366-368 and ED 343 374.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Civil Liberties; Elementary Secondary Education; Foreign Countries; Hebrew; Higher Education; Immersion Programs; Language Fluency; Models; *Public Policy; Second Language Programs; Uncommonly Taught Languages
IDENTIFIERS- *Australia

Papers included in this compilation are "Late Hebrew Immersion at Mt. Scopus College Melbourne: Towards Complete Hebrew Fluency

Baker, Susan; And Others
I Am Connected to the World. Unit of Study for Grades K-2: Spanish Partial Immersion Program.
PUB DATE- 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Classroom Techniques; Daily Living Skills; Educational Strategies; *English (Second Language); *Global Approach; Immersion Programs; Instructional Materials; Interdisciplinary Approach; *Multicultural Education; Primary Education; *Spanish; Teaching Guides; Units of Study
IDENTIFIERS- *Multiple Intelligences

These materials consist of a series of lessons comprising an interdisciplinary, multicultural instructional unit. They were designed for use in an elementary school Spanish partial immersion program, to address a variety of needs and learning styles of children from diverse backgrounds, and are intended to foster a sense of community and responsibility, both local and global. The unit is organized according to the model of multiple intelligences: verbal/linguistic; logical/mathematical; visual/kinesthetic/ musical/rhythmical, interpersonal, and intrapersonal. Lesson topics include: the connection between individuals and the human and natural worlds; the individual self; family; home; school; the local community; communities in general; seasons; the earth; and endangered animals. Included are excerpts from other publications and a number of reproducible student worksheets. A brief list of related materials is also appended. All instructions are in English, and some worksheets are all or partially in Spanish. (MSE)

ED 364 081 FL 021 626

Tardif, Twila
The Use of Questions in Mandarin Adult-to-Child Speech: Evidence for Social Class Differences.
PUB DATE- Oct 92
NOTE- 20p.; Paper presented at the Boston University Conference on Language Development (Boston, MA, October 23-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; *Child Language; Comparative Analysis; Foreign Countries; Interpersonal Communication; *Language Acquisition; *Language Patterns; *Mandarin Chinese; *Parent Child Relationship; Social Class; *Social Differences
IDENTIFIERS- China; *Questions; Question Types

A study investigated the patterns of question use in Mandarin Chinese-speaking parents' and caregivers' interactions with children, and how they characterize social class differences. Subjects were 10 children, aged 21-23 months, and their families, selected from immunization records in Beijing, China. Parents were all native speakers of Mandarin and were educated at either the high school level or below (working class) or college level or above (intellectuals). Each group contained one female and four male children. Analysis was limited to interactions of the children with individuals who frequently cared for them. Recorded utterances were transcribed and these

Preschool Education; *Program Administration; Program Design; Special Education; State Standards; Statewide Planning; *Transitional Programs; Vocational Education
IDENTIFIERS- Elementary Secondary Education Act Title I; *Illinois

The guidelines specify principles and procedures for coordinating special services to members of Illinois' limited-English-proficient (LEP) school-age population, including transitional bilingual education and other transitional instructional programs, with other service areas. The first section presents the state board of education's vision statement, mission statement, and goals for public schools. Subsequent sections present guidelines for (1) integration and coordination of services to educationally disadvantaged children (Chapter 1 of Title I of the Elementary and Secondary Education Act); (2) integration and coordination with gifted education services; (3) integration and coordination with special education; coordination of vocational education programs for LEP students; (4) and integration and coordination with the Illinois pre-kindergarten at-risk program. The final section offers answers to common questions about coordination of services to the LEP population, including procedures for equalizing access to special programs, the responsibilities of school districts, and referral stages requiring parental involvement or consent. (MSE)

ED 364 101   FL 021 678

Jacoby, Sherry M.
Assisting Secondary Limited English Proficient Students through the Implementation of Computer-Assisted Language Learning.
PUB DATE- 25 May 93
NOTE- 53p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *English (Second Language); High Schools; High School Students; Instructional Effectiveness; Language Role; Language Skills; *Limited English Speaking; Second Language Instruction; Surveys; Tutorial Programs; *Word Processing; *Writing Exercises

A study investigated the utility of computer-assisted English second language instruction for limited-English-proficient (LEP) secondary school students in a system in which there was no regular bilingual or compensatory education offered. As a result of a home language survey and followup oral language proficiency test, three LEP or non-English-speaking students were identified. All needed a medium for communication and self-expression. These students were provided with instruction in the use of a word processing program and encouraged to use the computer independently. It was found that after the 12-week program, students acquired word processing skills and learned to use the computer for daily written assignments for regular classes. Recommendations for followup include incorporating word processing into the regular classrooms, perhaps drawing on the LEP students' newly-acquired knowledge, establishing a better procedure for identifying and addressing the needs of LEP students, and providing inservice training for regular classroom teachers in dealing with LEP student needs. A 22-item bibliography is included, and appended materials include the home language survey, a language skills checklist for teachers, and a student survey of computer skills. (MSE)

ED 364 102   FL 021 679

Gilding, Nicole
Strategic Management in Language and Literacy--Outcomes or Empires?
PUB DATE- Oct 92
NOTE- 17p.; Paper presented at the National Conference of the Australian Council for Adult Literacy (Sydney, Australia, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; English (Second Language); Foreign Countries; *Literacy Education; *National Programs; Professional Associations; *Program Administration; Program Effectiveness; Trend Analysis
IDENTIFIERS- *Australia; Workplace Literacy

Some of the tensions in the adult literacy and English-as-a-Second-Language (ESL) fields are explored from both the state and institutional level in Australia. In an effort to promote discussion at a national conference, several questions are posed regarding these and other issues: national goals/priorities/accountability, funding for professional development and curriculum development; bureaucratic management of adult literacy; collaboration among state and national bodies; the growth of the language and literacy fields beyond the knowledge and experience of national managers of those fields; implications of the new workplace literacy field; and characteristics of a sustainable system. (LB)

ED 364 121 FL 800 698

Benice, Sylvia P.
Work and Your Life. An Adult ESL Instructional Unit (Lessons in Work/Life Planning).
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; Adult Students; Annotated Bibliographies; Career Planning; *English (Second Language); *Informal Assessment; Information Seeking; *Instructional Materials; Job Search Methods; Life Style; *Occupational Information; Units of Study; *Values
IDENTIFIERS- Workplace Literacy

The 11-lesson instructional unit, "Work and Your Life," is designed for adult English-as-a-Second-Language (ESL) students at intermediate to advanced levels. Its focus is on the student's exploration of work and other lifestyle issues. The teacher functions as the facilitator or guide, while the student uses self-knowledge and outside resources to make adjustments to the realities of the American workplace. Portions of the unit can be used separately, and lessons can be modified to meet particular student needs. The general unit outline is as follows: (1) introduction and determination of unit goals; (2) goals and values--generalized; (3) individual exploration of goals and values; (4) work and individual values--U.S. specific; (5) more information about work in the United States--values; (6) using the library as a resource; (7)

bibliographic listings. The sources range between very general works, scholarly books and articles, student and financial records, private papers, and memorabilia of educators and noted alumnae. Secondary sources include a sample of general works which set the larger national stage and a number of more regionally-specific ones, all published between 1874 and 1991. The bibliography includes works on the changing purpose and nature of women's education in the South, the forces (such as the state and religion) for and against women's education, the formal and informal institutions in which education took place, and the women who participated. The primary sources listed represent responses to a mailed questionnaire sent to college and university archives of nine different Southern states. Entries are alphabetical by author. Where there is more than one author for one source, the listing is under the first author, and the others are noted in cross references and in the author index. A subject index is also included. (GLR)

ED 364 141 HE 026 938

Harding, Frances M.
Teamwork for Healthy Campuses. NYS College Alcohol and Other Drug Programs.
PUB DATE- Apr 93
NOTE- 111p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related document see ED 332 593.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Alcoholism; *College Students; Discipline; Drinking; *Drug Abuse; Drug Education; Drug Use; Early Intervention; Educational Environment; Females; Higher Education; Legal Problems; Policy Formation; Program Design; *Program Development; Program Evaluation; Program Implementation; School Policy; State Legislation
IDENTIFIERS- Diversity (Student); *Network for Drug Free Colleges; *New York

This manual offers information on developing, implementing, and maintaining college alcohol and other drug programs at New York institutions of higher education. The document notes that alcohol is the drug of choice for college students and that therefore alcohol-related issues and programs are the primary focus of the manual. Part 1 of the manual offers new information on national statistics, women and alcohol, culturally diverse students and alcohol, and alcohol marketing. It also deals with the causes and prevention of alcohol problems, the public health model approach to prevention, and the limitations of the "responsible drinking" philosophy. Part 2 discusses the various components of model campus alcohol and other drug prevention programs including details on campus task forces, needs assessment, campus policy issues, prevention strategies, early intervention and discipline, publicity, and evaluation. The manual also includes appendixes on prevention program funding, Employee Assistance programs, a needs assessment instrument, a student alcohol and drug knowledge economic curricula, scientific thinking, French language and culture, case study physics, music theory, biology instruction, and freshman chemistry. Two programs address general education. Three projects involve teacher education and two programs address ethics instruction. The following institutions are included: University of Tennessee; Austin Peay State University (Tennessee); City University of New York; Harvard University (Massachusetts); Miami University (Florida); State University of New York; Winthrop College (South Carolina); University of California; Ohio State University; Salem State College (Massachusetts); Clemson University (South Carolina); Denison University (Ohio); Dickinson College (Pennsylvania); Tufts University (Massachusetts); University of Maryland; New Mexico State University; Northwestern University (Illinois); University of Oregon; University of Rhode Island; University of North Texas; Indiana University of Pennsylvania; Northern Virginia Community College; Union College (New York); University of Connecticut; and Saint Cloud State University (Minnesota). (JB)

ED 364 160   HE 026 958

Bruffee, Kenneth A.
Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge.
PUB DATE- 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Curriculum; College Faculty; *College Instruction; College Science; Cooperative Learning; Educational Change; Educational Methods; Educational Philosophy; Educational Technology; Epistemology; Futures (of Society); Higher Education; Peer Teaching; *Social Theories; Undergraduate Study; Writing (Composition)
IDENTIFIERS- *Collaborative Learning; Social Construction of Reality; *Social Constructivism

This volume explores the role and implications of collaborative learning for the mission and future of higher education and college teaching. Part I discusses the implications of nonfoundational social constructionist thought for colleges and universities. Nonfoundational notions of knowledge and social relations argue that knowledge has no foundations, and that people construct knowledge out of the "languages" available. Chapter 1 describes how the author became aware of nonfoundational understandings of knowledge. Chapter 2 explains a common model for collaborative learning classroom consensus groups. Chapter 3 discusses the role of writing in collaborative learning. Chapter 4 treats pedagogical issues. Chapter 5 discusses how institutions can initiate changes in attitude. Chapter 6 treats educational technology. Part 2 reconsiders other topics related to higher education in light of nonfoundational social constructionist thought and the interdependence it implies. Chapter 7 argues that nonfoundational knowledge implies interdependence. Chapter 8 explains professional implications for the academic community. Chapter 9 discusses benefits of collaborative teaching in the sciences. Chapter 10 show how foundational thinking has affected education and research. Chapter 11 describes and evaluates attempts by eminent teachers to use nonfoundational understandings. Chapter 12 sketches an undergraduate curriculum that institutionalizes nonfoundational understanding of

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Comparative Analysis; *Educational Certificates; *Employment Qualifications; Foreign Countries; Minimum Competency Testing; Postsecondary Education; *Student Certification; Tables (Data); *Vocational Education
IDENTIFIERS- *European Community

The procedures currently used in the 12 European Community (EC) member countries for certifying the employment qualifications of graduates of full-time vocational education and training programs and/or apprenticeship programs were compared. The comparison, which was based on information obtained from 12 national studies of EC members' education and vocational training systems, focused on the following: formulation and award of vocational training certificates; content and assessment; access to qualifications; certification; and trends and issues. Existing assessment and certification procedures were found to vary widely among the individual EC members. In France, for example, examinations are written according to a standard formula and taken by all candidates on one date, whereas in Germany local chambers of commerce and industry design and set their own examinations. Most countries that do not already have national assessment and certification procedures are in the process of instituting them, and there is a general trend toward upgrading vocational training certificates. Throughout the EC, efforts are being made to broaden access opportunities to all vocational training certificates. (Tables detailing the types of awards given by each EC member country by mode of acquisition, level of responsibility, and organization of assessment are appended.) (MN)

ED 363 700 CE 064 899

Hamby, John V.; Monaco, Fred A.
Enhanced Vocational Education: Developing a District-Wide Dropout Prevention Program.
PUB DATE- Sep 93
NOTE- 11p.; First author also known as Dick Hamby.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Curriculum; *Dropout Prevention; *Fused Curriculum; *Instructional Development; Integrated Curriculum; *Program Implementation; *School Districts; Secondary Education; Services; *Vocational Education
IDENTIFIERS- *Enhanced Vocational Education

Educators, business and government leaders in the public sector are attempting to provide a kind of comprehensive, effective education for all students by designing a new approach to education which will: (1) eliminate the educationally embarrassing general education track which leads students into an academic and vocational dead end; (2) improve the connection between school and work in this country, which has the worst school-to-industry transition program of any industrialized nation; (3) integrate academic and vocational curriculum to enhance the relevance of course content to work; and (4) make school more relevant, caring, responsive, and student-centered for the large number of students not academically gifted or college bound. The concept of Enhanced Vocational Education (EVE), which combines these ideas with the findings of a 3-year

Exploration; Careers; Competence; Competency Based Education; Employment Qualifications; Independent Study; *Injuries; Medical Education; *Physical Fitness; Postsecondary Education; Secondary Education; Sport Psychology; *Sports Medicine; Study Guides; Teaching Guides; Tests; Units of Study
IDENTIFIERS- *Kinesiology

The instructor's guide, the first of three documents in this package, is for a course designed for students investigating the activities within the sports medicine department or considering any of the areas of kinesiology as a career. The material is designed for individualized study and is competency based with educational outcomes stated for each unit. The guide has a list of suggested educational outcomes correlated to the 11 units of instruction. Other contents are answers to learning activities, a basic test for each unit, answers to tests, a competency chart, and 34-item bibliography. The student's manual, the second of the three documents, contains learning objectives, terms and definitions, and information relating to current techniques and practices. A 34-item bibliography is appended. Topics addressed in the instructor's guide and the student's manual are as follows: the basic concepts of wellness and fitness, career opportunities, introduction to anatomy and physiology, body systems, kinesiology, assessment and evaluation of fitness, prevention of disease and injury, nutrition, modalities for rehabilitation, psychology applied to sports and wellness, and emergency situations. The student learning activities (in the last of the three documents) are individualized and designed to encourage the student to read carefully and study the information presented. Each unit has a section for those students desiring projects for more advanced study. (YLB)

ED 363 717 CE 064 939

Sports Medicine. Clinical Rotation. Instructor's Packet and Student Study Packet.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 100p.; For related documents, see CE 064 936-937.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accident Prevention; Allied Health Occupations Education; Behavioral Objectives; Career Education; *Career Exploration; Careers; *Clinical Experience; Competence; Competency Based Education; Employment Qualifications; Experiential Learning; Independent Study; *Injuries; Instructional Materials; Learning Activities; Medical Education; *Physical Fitness; *Physical Therapy; Postsecondary Education; Secondary Education; Sport Psychology; *Sports Medicine; Teaching Guides; Tests; Units of Study
IDENTIFIERS- *Kinesiology

The materials in this packet are for a course designed to provide individualized classroom study for a specific area of clinical rotation--sports medicine. The instructor's manual describes the learning objectives together with a list of reference materials that should be provided for completion of the student worksheets, and lists suggested educational outcomes. Various forms suitable for duplication are provided, including a student's weekly clinical rotation report, the clinical supervisor's evaluation sheet, and a case study record intended

ED 363 735 CE 064 963

Koloski, Judith Ann
Effective Service Delivery in Adult Literacy Programs: A Policy Review and Recommendations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; *Agency Cooperation; Cooperative Programs; *Coordination; Educational Cooperation; Educational Policy; *Federal Legislation; *State Programs
IDENTIFIERS- Adult Education Act; Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982

This report reviews legislative and administrative policies surrounding adult basic education, the Job Opportunities and Basic Skills program (JOBS) of the Family Support Act, and the Job Training and Partnership Act (JTPA). Recommendations are made for the development of an effective continuum of literacy services. Section A is a historical summary of federal literacy policy that culminated in the Adult Education Act (AEA). Section B reviews the major pieces of federal legislation--AEA, JTPA, JOBS, and others--that could have a significant impact on adult literacy services. Section C presents results of telephone surveys with directors in Massachusetts, New York, and Kentucky to determine the status of collaboration and coordinated service delivery. These state summaries describe the purpose of state coordination, the agencies and programs involved, specific collaborative activities, and challenges to coordination. Section D presents results of interviews with local administrators in the same three states who were asked whether the state efforts to coordinate programs enabled them to provide better services to clients and what issues surrounding coordination they felt needed to be addressed. The final section examines seven areas of difference among AEA, JOBS, and JTPA programs in relation to recommendations that are offered to foster coordination: purpose/foci, funding, client eligibility, services provided, administrative structures, delivery systems, and data collection. Contains 16 references. (YLB)

ED 363 736 CE 064 965

Appelbaum, Eileen; Batt, Rosemary
High-Performance Work Systems: American Models of Workplace Transformation.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Change Strategies; *Employer Employee Relationship; *Job Performance; Job Training; Labor Force Development; *Models; Organizational Development; Organizational Effectiveness; Participative Decision Making; *Personnel Management; *Productivity; Public Policy; *Systems Approach; Teamwork; Unions; Work Environment

Rising competition in world and domestic markets for the past 2 examinations and practical examples of how to complete such examinations effectively. It also contains information on general test-taking techniques, additional study information on specific employment examinations, and tips for job interviewing. Specific topics covered are as follows: following directions and using answer sheets, vocabulary, reading, mathematics, test-taking tips, applying for government jobs, the job interview, and job keeping skills. Eight resources that might help in preparing for government tests are listed. (KC)

ED 363 755 CE 065 007

Breen, Mary, Ed.
Women, Literacy and Action: A Handbook.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Feb 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Disadvantaged; Displaced Homemakers; Females; Foreign Countries; Guidelines; *Literacy Education; Nontraditional Students; Sex Bias; *Sex Discrimination; Sex Fairness; *Teaching Methods; *Womens Education
IDENTIFIERS- International Womens Year; Ontario

This handbook, to be used in literacy instruction programs, particularly with women, contains six articles concerning women and literacy written by women in Ontario. The articles are the following: "Feminism and Literacy" (Naomi Garber, Jenny Horsman, and Tracy Westell); "Looking at 'Ism's': Visible Minority Women and Literacy" (an interview with Nancy Simms); "Women and Health and Literacy" (Mary J. Breen); "Native Women in Literacy" (Florence Gray); "Parenting and Literacy" (Barbara Flint-Coplan); and "Women, Literacy and Poverty: Making the Connections" (an interview with Wendy Desbrisay). The handbook also contains suggestions for activities for International Women's Day for literacy programs and a section of resources listing 3 groups and 34 printed materials. (KC)

ED 363 756 CE 065 020

Transition from School to Work. H.R. 2884 Addresses Components of Comprehensive Strategy. Testimony before the Committee on Education and Labor, U.S. House of Representatives. Statement of Linda G. Morra, Director, Education and Employment Issues, Human Resources Division.
PUB DATE- 29 Sep 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Competency Based Education; *Educational Needs; *Education Work Relationship; Employment Programs; *Federal Legislation; *Federal Programs; High School Graduates; High Schools; Job Skills; *Job Training; Postsecondary Education
IDENTIFIERS- Proposed Legislation

Only about 15 percent of incoming high school freshmen graduate and then complete a four-year college degree program within 6 years of high school graduation; however, most of the efforts of U.S. schools are directed toward those students. A review of

*Role of Education; State Programs; *Vocational Education
IDENTIFIERS- Middle School Students; New York; Utah; Wisconsin

This monograph is designed to serve as a vision for guiding the future of vocational education at the middle level. Chapter 1, "Understanding Early Adolescents" (Frances Smith), provides an overview of early adolescent development as a basis for developing middle-level vocational education programs. Chapter 2, "Essential Elements of Middle-Level Education" (John Lounsbury), discusses 10 characteristics of a high quality middle school and the special role of vocational education. Chapter 3, "Exploring Life's Work: A New Role for Vocational Education" (Jerelyn Schultz), identifies basic beliefs that reflect fundamental convictions about vocational education at the middle school level. A proposed statement of the philosophy of vocational education at the middle level identifies what is most important for vocational education to be doing and forms a basis for future planning efforts. It then describes core concepts that should be integrated into the middle school curriculum to assist early adolescents in exploring life's work. Chapter 4, "Exploring Life's Work: Model Programs" (Mary Schumway), showcases middle-level vocational education curricula or models in three states: New York, Utah, and Wisconsin. Chapter 5, "Setting an Agenda for the Future: Challenges for Vocational Education" (N. L. McCaslin et al.), presents suggestions organized by national, state, and local actions. Belief statements, agendas, and other materials related to the education of young adolescents. (YLB)

ED 363 776 CE 065 087

Gender Equity: A Resource List of Organizations and Information Centers. Technical Assistance Report Series.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 40p.; Compiled by the Office of Special Populations, University of Illinois.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Affirmative Action; Career Choice; *Employed Women; *Equal Opportunities (Jobs); Federal Legislation; *Nontraditional Occupations; Postsecondary Education; Resource Materials; Secondary Education; *Sex Discrimination; *Sex Fairness; State Legislation; Vocational Education; Womens Education

This resource guide contains descriptions of and contact information for 36 educational information centers, 37 organizations, and human resources focusing on gender equity. Each entry in the first two categories provides a description and contact information, including name, address, and telephone and fax numbers. The following human resources are listed: 55 state directors of vocational education, including national office, District of Columbia, Guam, Puerto Rico, and Virgin Islands, and 57 state sex equity coordinators, including the U.S. Department of Education, District of Columbia, Guam, Puerto Rico, and two contacts each for the states of Alabama, Michigan, and Wisconsin. Information provided for each human resource consists of contact person's name, title, address, and telephone and fax numbers. An index lists educational information centers and organizations, separately, in alphabetical order. (YLB)

ED 363 777 CE 065 088

ED 363 794 CE 065 117

Peters, James L., Ed.; And Others
Work and Family Policies: The New Strategic Plan. Research Report Number 949.
PUB DATE- 90
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Cost Effectiveness; *Employment; *Employment Practices; *Organizational Climate; Personnel Policy; Program Development; Quality of Working Life; *Strategic Planning
IDENTIFIERS- *Family Work Relationship

These 38 presentations are the highlights of the Conference Board's Work and Family Conference. An "Introduction" (Dana Friedman) is followed by "The Future Is Not What It Was, and Why Companies Care" (William Lee, Reuben Mark), which consists of introductory remarks and responses to an interview. "The Diversity of Work-Family Issues" (David Machlowitz et al.) consists of brief profiles and selected responses to questions of a panel of five employees representing different generations and family models. "Innovative but Replicable--Corporate Responses to Family Needs" (Rosemary Mans et al.) offers descriptions of programs offered by the following companies: Bank of America, IBM Corporation, John Hancock Mutual Life Insurance Company, American Association for Retired Persons, Aetna Life and Casualty, Stride Rite Children's Centers, National Project on Home-Based Work, US Sprint/United Communications Company, Northeast Utilities Service Company, Families and Work Institute, Eastman Kodak Company, and Time Inc. Magazines. "Putting Ideas into Practice" (Julie Holder) presents remarks of 10 individuals from a session on developing work-family programs within the framework of a company's culture. "Redefining Expectations, Responsibilities, and Commitments" (Fran Rodgers et al.) offers three perspectives on work-family issues in the context of an evolving major redefinition of how Americans will work. "Government Efforts: Carrots or Sticks for Business" (Dallas Salisbury et al.) provides four viewpoints. The final presentation is "The Cost Benefits of a 'Family-Friendly' Workplace" (James Renier). (YLB)

ED 363 795 CE 065 122

Yuen, Steve Chi-Yin
Vocational Education and Training Plays an Important Role in Taiwan's Economic Miracle.
PUB DATE- 4 Dec 93
NOTE- 26p.; Paper presented at the Joint Meeting of the International Vocational Education and Training Association and the American Vocational Association (Nashville, TN, December 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Economic Development; *Educational History; *Educational Improvement; *Educational Trends; Foreign Countries; Postsecondary Education; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Taiwan

The explosive economic growth and rising prosperity of Taiwan is linked to the country's system of vocational education.

Wells, Ruth Herman
Turn on the Turned-Off Student. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 92
NOTE- 34p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dropout Prevention; *High Risk Students; *Potential Dropouts; Secondary Education; *Secondary School Students

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. It focuses on the problems of students who are not interested in school and who may be considering dropping out of school. The problems associated with dropping out are explained and the need for an education is emphasized throughout the lessons. The relationship between a complete education and successful adult living is explored in a number of lessons. Some lessons are designed to motivate students to attend school and to eliminate obstacles to attending school. Students are provided with clear guidance on when they should attend school. One lesson demonstrates to students how much they miss when they are absent from school; another demonstrates how missing classes seriously interferes with learning. One lesson is designed to assist students from dysfunctional or crisis-oriented families, and other distracted students, to put aside problems and focus on school. Students are shown that they are accountable for the results they achieve in school and are helped to reconsider negative attitudes they have about teachers, administrators, and other school personnel. One lesson assists students who are competence-anxious to become less anxious about making mistakes in school. Throughout the lessons, the need for education in the future is emphasized and the relationship between success in school and success in adult life is highlighted. (NB)

ED 363 814 CG 025 085

Wells, Ruth Herman
Build On-the-Job Success Skills. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 91
NOTE- 38p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Career Planning; *Interpersonal Competence; *School Counseling; Secondary Education; *Skill Development; *Student Employment; *Teaching Methods; Youth Problems

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. This document focuses on the social skills necessary for on-the-job success. It includes 20 lesson plans that help students learn appropriate behaviors at the work place. The first lesson instructs students on what to wear and bring to work. Several lessons concentrate on employer-employee interactions, instructing students on the results of using swear words, insults, and other problematic language with employers; how to respectfully interact with

Fowler notes that the reauthorization puts greater emphasis on supporting efforts in schools and communities to keep youth out of trouble, to prevent crime, and to prevent gangs; addresses the children most vulnerable to the juvenile crime wave, abused and neglected children, and runaway and homeless youth; and authorizes the so-called mentoring programs in the schools designed to reach at-risk youth, keep them in school, and prevent delinquency and youth gangs. An opening statement also is included from Senator Kohl who, together with Senator Fowler, led the reauthorization bill. Testimony is included from two panels of witnesses: (1) Frederick D. Slaton, student; (2) Pat Wildman, interim director, Georgians for Children; (3) Joy A. Maxey, chairperson, Georgia Children and Youth Coordinating Council; (4) George Napper, Jr., director, State Department of Children and Youth Services; (5) Hon. Glenda H. Johnson, chief, presiding Fulton County Juvenile Court Judge; and (6) Rick McDevitt, director, Georgia Alliance for Children. Also included are charts on national arrest rates for all offenses (1979-1989) and national juvenile arrest rates by offense type for the same time period. (NB)

ED 363 834 CG 026 017

Austin, James; And Others
The Growing Use of Jail Boot Camps: The Current State of the Art. Research in Brief.
PUB DATE- Oct 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Correctional Rehabilitation; *Delinquency; *Juvenile Justice; *Prisoners
IDENTIFIERS- *Shock Incarceration

This report presents the results of a National Institute of Justice national survey to determine the number of jail boot camps currently in existence or planned. It also relates some of the difficulties experienced in operating a shock incarceration program within the limited confines of a county or local jail, and provides information on the costs involved in running jail boot camp programs. Boot camp programs, also called "shock incarceration programs," are described as programs that place offenders in a quasi-military program similar to a military basic training program that instills discipline, routine, and unquestioning obedience to orders. Results are presented from 10 jurisdictions that reported operating boot camps. It is noted that all of the boot camps were administered by local Sheriff or County Department of Corrections agencies with local funding and the programs ranged in size from 12 to 350 inmates whose expected length of stay ranged from 2 to 4 months. Program goals are identified and selection criteria are described. Program services, aftercare supervision, and program results are discussed. Results of the Los Angeles County sheriff's Regimented Inmate Diversion program are included. Policy implications for operating a jail boot camp are considered. Tables and graphs are included that illustrate organizational attributes; jail boot camp goals; selection criteria and placement procedures; and services, aftercare, and completion rates for the 10 jail boot camp programs. (NB)

ED 363 835 CG 026 018

(141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Inner City; Labeling (of Persons); *Language Usage; *Literacy; Parent Participation; Peer Influence; Program Descriptions; Reading Aloud to Others; Secondary Education; Urban Education
IDENTIFIERS- Miami University OH; Reading Motivation

If English teachers are going to clean up language and strive toward literacy, they need to stop using phrases that are meaningless, such as "prior knowledge," "dyslexia," "learning disabilities," and "at-risk." The persistent misuse of language moves the United States closer to becoming a remedial nation. What is needed is to teach students to think simply and clearly. Teachers need to teach reading and writing literacy within the framework of other literacies--civic literacy, computer literacy, economic literacy, ethical literacy, and scientific literacy. Many of the strategies to raise literacy levels are the same for inner- and outer-cities. Miami University of Ohio began a Teens for Literacy program in which teams of four or five youngsters (from minority and majority backgrounds with some leadership abilities) come up with ideas to improve literacy in their schools. Over three years, the teens have developed a Big Brother/Big Sister Reading program, produced videos promoting literacy, and arranged for the setting up of a billboard encouraging literacy. While the program can be started without money, the Miami University spends approximately $1,500 for each school. Developers of the program plan to add a school a year to the six schools already involved in the program. There are many ways to improve literacy in inner- and outer-cities: keeping language simple, challenging students, involving them in their education, including parents, customizing teaching to the cultural mosaic, using common and uncommon sense, and clarifying the role of principals. (RS)

ED 363 855   CS 011 453

Valencia, Sheila W., Ed.; And Others
Authentic Reading Assessment: Practices and Possibilities.
PUB DATE- 94
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Portfolios (Background Materials); *Program Descriptions; *Program Evaluation; *Reading Diagnosis; *Student Evaluation
IDENTIFIERS- Arizona; *Authentic Assessment; California; Hawaii; Maryland; Portfolio Approach; Rhode Island

Presenting nine case studies describing new assessment efforts, this book is designed to foster communication and dialogue about the products and the processes of development. Comprehensive introductory and concluding chapters examine the background of and future challenges facing authentic assessment. Intermediate chapters discusses authentic assessment in the classroom, beyond the classroom, and large-scale authentic assessment. Chapters in the book are: (1) "Definitions and Perspectives" (Elfrieda H. Hiebert and others); (2) "Literacy Portfolios: Windows on Potential" (Jane Hansen, with commentary by Robert J. Marzano); (3) "Assessment and Evaluation of Literacy Learning" (Jan Hancock and others, with commentary by John J. Pikulski); (4) "Rhode Island's Literacy Portfolio Assessment Project" (Mary Ann Snider and others, with commentary by Robert C. Calfee); (5) "Portfolio

Harvard and Beyond: Advanced Composition as a Composite Course; (4) The First Specialized Courses and Course Arrays; (5) Teaching Creative Writing; (6) Education for Journalism; (7) "Professional Writing" in Agriculture, Engineering, and Business; and (8) Conclusion. Contains 262 references. (RS)

ED 363 874 CS 214 095

Brewbaker, James M.
What about Dick? In Search of English Classrooms That Work for the Unspecial.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Curriculum Development; *Educational Change; English Instruction; *Grouping (Instructional Purposes); High Schools; High School Students; Labeling (of Persons); Student Characteristics; *Student Needs
IDENTIFIERS- Coalition of Essential Schools

Most high school students fall into the "unspecial" category--they are not at either extreme of achievement, and they receive a small share of the fiscal and human resources of their schools. Anxieties about these average students' performance in high school and their tendency to clog college developmental English and math classes sparked much of the reform literature of the 1980s. Curriculum reform in the 1980s went in either of two basic directions: tighten the screws on local systems to make sure they were accountable for toughened policies and curriculum guidelines established in the state house; and empower local systems and center reform in the hands of teachers and building-level administrators. What has become known as the "restructuring movements" began for some with the second direction and the formation of the Coalition of Essential Schools in 1985. The Coalition is a national network of public and private schools committed to a ground-up reconceptualization of schools and to nine common principles about what a good school is and how teachers and students in good schools spend their time. Two of the principles add up to a strong commitment to heterogenous grouping. Essential schools, and others which implement their practices, offer the best hope for all students. In 1989, the National Council of Teachers of English also recommended heterogeneous grouping. (Contains 53 references.) (RS)

ED 363 875 CS 214 096

Ehrich, William E.
African-American Detective Fiction Writers, Heroes, and Heroines.
PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Annual Fall Language Arts Conference (Bloomington, IN, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Response; (6) Planning for Response; (7) Selecting Texts; (8) Organizing Units on Literature; (9) Evaluating Students' Responses; (10) Ways of Knowing Literature; (11) Teaching the Short Story; (12) Teaching the Novel; (13) Teaching the Young Adult Novel; (14) Teaching the Essay; (15) Teaching Poetry; (16) Teaching Mythology, Fantasy, and Science Fiction; (17) Teaching Literature of Different Cultures; (18) Teaching Literature through Drama; and (19) Teaching Literature through Film. A short story ("Irene, Goodnight" by Theodore Weesner); an essay on censorship ("Freedom to Read: A Professional Responsibility" by Frances Beck McDonald); and a list of major book publishers of young adult literature and secondary literature textbooks are attached. (RS)

ED 363 895   CS 508 376

Covington, William G., Jr.
Systems Theory and Communication. Annotated Bibliography.
PUB DATE- Dec 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cybernetics; Higher Education; Information Theory; Management Systems; Marketing; *Organizational Communication; *Systems Approach

This annotated bibliography presents annotations of 31 books and journal articles dealing with systems theory and its relation to organizational communication, marketing, information theory, and cybernetics. Materials were published between 1963 and 1992 and are listed alphabetically by author. (RS)

ED 363 896   CS 508 377

Elmhorst, Jeanne
"How Do They Know That?" Teaching Students To Trace, Read and Critique Research Cited in Texts.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communication Research; Higher Education; Library Instruction; *Research Reports; *Research Skills; *Scholarly Journals; *Skill Development; Student Reaction; Teaching Methods; Undergraduate Students; Writing Assignments

This paper describes the rationale and purpose of a library assignment (suitable for 100- and 200-level communication courses) designed to expose students to concepts about communication research. The assignment encourages students to explore the library, enhances their understanding of the research process and scholarly journals, helps them discover methods of locating articles cited in textbooks, and develops rudimentary skills needed to read and critique scholarly journal articles. The first part of the assignment, given in the first week of class, provides students an introduction to the library and the services it offers. During the first 4 weeks of class, students are asked to mark statements from the text that amaze, interest, or annoy them. For the second part

Intervention: Middle School Students Come of Age" (Cathy Collins); (5) "A Validated Approach to Thinking Development for At-Risk Populations" (Stanley Pogrow); (6) "The Prospects for Classroom Thoughtfulness in High School Social Studies" (Fred M. Newmann); (7) "Lifelong Learning in the Learning Society of the Twenty-First Century" (Ronald Gross); (8) "The Inquiring School: Literacy for the Year 2000" (Robert Calfee); (9) "An Environment for Thinking" (Arthur L. Costa); (10) "Changing Societal Needs: Changing How We Think About Curriculum and Instruction" (Margaret Tinzmann, Beau Fly Jones, and Jean Pierce); (11) "Reforming Achievement Testing to Promote Students' Learning" (Scott G. Paris, Theresa A. Lawton, and Julianne C. Turner); (12) "Business Partnerships to Build a Thinking Populist" (Jim Duffy); (13) "Thinking and Acting from a Broad Perspective: Community Education" (Larry E. Decker); (14) "Preschool Children...Masters of Change" (Linda A. Tsantis and David D. Keefe); (15) "Examining and Influencing Contexts for Intentional Literacy Learning" (Annemarie Sullivan Palincsar and Laura Klenk); and (16) "Critical Thinking and Young Literacy Learners" (Terry Salinger). The closing discussion, "Fatal Vision--The Failure of the Schools in Teaching Children To Think," is by Patricia A. McGuane and Robert J. Sternberg. Authors of introductory articles include James Voss, Donna Alvermann, John A. Dossey, Judith L. Irvin, David C. Berliner, Arthur N. Applebee, Paul Messier, John I. Goodlad, Barbara Z. Presseisen, Robert N. Ennis, Kenneth Wolf, Senator William E. Brock, Dee Dickinson, Wade F. Horn, Robert Glaser, and William H. Teale. (LMI)

ED 363 917 EA 025 313

Goldring, Ellen B.; Rallis, Sharon F.
Principals of Dynamic Schools: Taking Charge of Change.
PUB DATE- 93
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Elementary Secondary Education; Interprofessional Relationship; *Leadership; *Leadership Qualities; Leadership Training; Organizational Change; *Principals; Teacher Administrator Relationship

This book explores the new roles required of principals of dynamic schools. The first chapter examines the following forces that shape principals' activities: teachers are becoming teacher-leaders; parents are more vocal and action-oriented advocates; student bodies are more diverse; the social and technological contexts of schools are more complex; and state and federal reform mandates are setting priorities. Chapter 2 develops the image of a dynamic school as the place where "principals-in-charge" work and describes the characteristics that define this type of principal. The next three chapters examine new roles for principals-in-charge: those of facilitator, balancer, and flag bearer and bridger. Respectively, these chapters: discuss the professional relationships that principals-in-charge develop to facilitate teacher leadership in dynamic schools; discuss how the principal-in-charge negotiates within the system hierarchy, and develop cooperative relationships with their superiors; and show how the principal-in-charge takes on the role of

NOTE- 39p.; For the 1992 report, see ED 350 704.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Literacy; *Educational Objectives; Elementary Secondary Education; Graduation; Mathematics Achievement; Performance; School Readiness; School Safety; Science Instruction; *State Action; *State Programs; State Standards
IDENTIFIERS- *National Education Goals 1990; *Utah

This document reports on Utah's progress toward achieving the six National Education Goals. The goals are discussed under the following headings: (1) Readiness for School; (2) High School Completion; (3) Student Achievement and Citizenship; (4) Science and Mathematics; (5) Adult Literacy and Lifelong Learning; and (6) Safe, Disciplined, and Drug-Free Schools. Each goal is covered in a separate section, and each section includes: (1) performance and status information related to the particular goal; and (2) examples of current and emerging Utah programs in each of the goal areas. A subsequent section describes other important Utah educational reform programs, such as The Career Ladder Program, The Incentives for Excellence in Public Schools Program, The Site-Based Decision Making Pilot Program, The Experimental and Developmental Program, and The Utah Partnership for Educational and Economic Development. The final section describes strategic-planning activities initiated by passage of the Utah Strategic Planning Act for Educational Excellence and outlines the Centennial Schools Program. Eight tables are included. (LMI)

ED 363 937 EA 025 409

Lashley, Carl; Smith, Gerald R.
School Restructuring in Practice. Policy Bulletin No. PB-B21.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Nov 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; Participative Decision Making; Public Schools; *School Restructuring; Teacher Attitudes

This bulletin presents findings of a study that examined the meaning of school restructuring to those who are involved in it. Data were derived from a survey of 238 practitioners actively involved in restructuring projects--131 principals, 95 teachers, and 12 others--from 12 elementary, middle, and high schools in 30 states. Findings suggest that restructuring differs from reform (restructuring was viewed as bottom-up change and reform as top-down); is an effort to change schools comprehensively and dramatically; is a local initiative; is carried out largely by school professionals; and is a long-term strategy that will not necessarily have immediate and conventionally measurable results. Respondents identified local attitudes and practices as the greatest obstacles to reform. Implications are that restructuring requires significant changes in decision making relationships, the reeducation of participants, and a great deal of school professionals' time. Three tables are included. (LMI)

ED 363 938 EA 025 410

Beales, Janet R.; O'Leary, John

schools? (2) What is working? (3) How is "diversity" defined? and (4) What is the future of diversity? In a conference evaluation, almost all participants agreed or strongly agreed that the background materials received were helpful; that they began to develop a network of colleagues; and that they would be able to apply some of the ideas to their work. A conference observer noted that although participants dealt fairly well with the rationale and concrete issues of diversity, belief systems in education and society may serve to exclude discussion of these issues. Appendices contain the conference agenda and letter of participation, a list of participants, a synopsis of background materials, participants' quotes and cartoons, conference evaluation results, and the revised model for Restructuring Education for the 21st Century. (LMI)

ED 363 959 EA 025 444

Porter, Andrew; Osthoff, Eric
External Strategies for Stimulating and Supporting School Restructuring.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 2 Dec 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; *Change Strategies; *Educational Change; Educational Policy; Elementary Secondary Education; Federal Government; School Business Relationship; *School Restructuring; State Action; State Agencies; State Programs

This paper examines how school restructuring can be promoted by agencies outside the school. The first part posits a framework for designing and analyzing external strategies to promote school restructuring. This framework distinguishes between strategies that are: (1) intended to initiate versus support school restructuring; (2) comprehensive versus focused; and (3) sustained versus episodic. Strategies are also distinguished according to their consistency, prescriptiveness, authority, and power. The next part provides an overview of current strategies and situates each strategy within the framework. It describes a range of available strategies for several different types of agencies: federal, state, and district agencies; national organizations; the courts; independent developers; businesses; and teacher unions. The analysis concludes that serious gaps and some contradictions exist among the strategies. Although two promising strategies are identified--the work of professional organizations in creating a general press for reform and in creating a vision--a national strategy for promoting school restructuring is absent. Without a national strategy, the multiple strategies taken simultaneously by many different agencies are not likely to add up to a comprehensive and coherent plan. (LMI)

ED 363 960 EA 025 445

Peterson, Kent D.; Warren, Valli D.
Changes in School Governance and Principals' Roles: Changing Jurisdiction, New Power Dynamics and Conflict in Restructured Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93

*Mastery Learning; Medical Services; Parent Teacher Cooperation; *Professional Education; Program Development; Social Integration; *Staff Development; Student Educational Objectives; *Teacher Competencies

This booklet outlines 30 competencies for individuals working with people who have autism or other pervasive developmental disabilities. For each competency, three levels are defined. At level one, trainees show mastery by identifying, discussing, or defining the concepts and skills; at level two, trainees discuss, participate, design, use, and evaluate the concepts and skills; and at level three, trainees are able to apply, teach, demonstrate, and provide training in the concepts and skills. Competencies are organized into seven areas: (1) general knowledge about developmental disabilities and autism; (2) inclusion, public policy, and the service system; (3) assessment and setting objectives; (4) programming; (5) positive behavior support; (6) medical and daily care; and (7) involvement with parents. (DB)

ED 363 981 EC 302 535

Amado, Angela Novak; Lyon, Patricia J.
"Listen, Lady, This Is MY Life": A Book of Stories about Personal Futures Planning in Minnesota.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Services; *Developmental Disabilities; Disabilities; *Group Discussion; Interpersonal Relationship; *Long Range Planning; *Normalization (Handicapped); Personal Narratives; Problem Solving; Self Actualization; Social Integration
IDENTIFIERS- Minnesota; *Personal Futures Planning

This booklet is a collection of stories by people who have facilitated Personal Futures Planning groups. The groups provide an individualized, structured approach to life planning for people with developmental or other disabilities and have been implemented since 1988 in Minnesota. Introductory material describes the process, which starts when a focus person, people who care about the focus person, and a group facilitator come together to develop a Personal Profile of the focal person's history, relationships, strengths, and other aspects of that person's life. In ensuing meetings the group develops a vision of a desirable future for that person, the members make commitments to actions that could help realize that future, and members share ongoing successes and failures. The stories, all from the point of view of the facilitator, include case studies, anecdotes, and vignettes. They stress successful use of the method to solve problems, empower individuals and their families, and celebrate community life. (DB)

ED 363 982 EC 302 536

Lang, Joyce; Kragthorpe, Candice
Shaping Case Management in Minnesota: In Theory, Reality and Practice.

IDENTIFIERS- North Dakota

This study collected data on 413 students who exited North Dakota special education programs in 1988, including exiters who had graduated with a diploma, special diploma, or certificate; earned a General Educational Development certificate; or dropped out. Data were evaluated concerning demographic and educational characteristics of respondents, secondary school training and experiences, postsecondary school training and experiences, employment, independent living skills, and recreation/leisure. Findings included: (1) over one-half of respondents lived with parents or other relatives, while one-fourth live independently; (2) families and friends provided a major support function by assisting youths in finding employment, providing housing, and assisting with financial support; (3) 69 percent of respondents had a paying or nonpaying job; (4) almost 25 percent who were not working indicated it was because they could not find a job, and another 33 percent were attending school or training; (5) one-half of those working had full-time employment; and (6) approximately 20 percent paid all their own expenses. Appendixes provide a copy of the 16-page survey form and other information pertaining to the study. (JDD)

ED 364 000 EC 302 569

A Guide to Parent Rights.
PUB DATE- Nov 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; *Eligibility; Federal Legislation; Handicap Identification; Individualized Education Programs; *Parent Rights; *Parent Role; Parent School Relationship; Referral; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act; *North Dakota

This booklet provides an introduction to the special education process and supplies information about parents' rights and parents' role in obtaining services for children with disabilities in North Dakota. Section I discusses Public Law 94-142 and its amendments, focusing on eligibility for services and step-by-step procedures for determining eligibility. Section II describes procedures involved in referral, evaluation, and determination of disability. Section III addresses the Individualized Education Plan and student placement. Section IV lists tips for parents, and the final section cites federal regulations concerning procedural safeguards. Appendixes contain definitions and a state recommended Individual Education Plan form. (JDD)

ED 364 001 EC 302 570

Hughes, Claire; Russell, Jim
Varieties of Executive Dysfunction in Autism.
PUB DATE- 93
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child development (New Orleans, LA, March 25-28, 1993).

students with disabilities who are considering postsecondary education opportunities. It was designed to assist those who advise or counsel students with disabilities in high school, community and junior colleges, career training schools, vocational technical schools, 4-year colleges, universities, and graduate programs. Advisors and counselors are urged to: (1) encourage students to assess interests, aptitude, and achievement; (2) provide nonrestrictive career counseling; (3) encourage students to base decision making about postsecondary education and training on a variety of criteria; and (4) assure access to the counseling environment. Selected resources are described that may help in implementing the strategies discussed. These resources include vocational rehabilitation services, Supplemental Security Income, the Social Security Disability Insurance program, the Association on Handicapped Student Services in Postsecondary Education, and the HEATH Resource Center. (JDD)

ED 364 019 EC 302 589

Music: Grades Five through Eight. Black Swamp Arts Scene Course of Study: Talented and Gifted.
PUB DATE- 91
NOTE- 48p.; For related documents, see EC 302 590-591.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acceleration (Education); Educational Philosophy; Elementary School Students; Enrichment Activities; *Gifted; Intermediate Grades; Junior High Schools; Junior High School Students; *Music Appreciation; *Music Education; *Music Theory; Public Schools; Sequential Learning; *Talent; Units of Study

This course of study was developed for intermediate and junior high students in the Defiance (Ohio) public schools who are talented and gifted in music, providing for an indepth and sequential development of the skills and concepts involved. The program's philosophy stresses that, while the products of the arts are important, a need exists to emphasize the learning process as satisfying in and of itself. It focuses on sensitizing the whole person to the arts and to developing the imagination. Options in meeting the needs of gifted students in music include accelerated educational experiences in cluster groups within regular classrooms or in enriched music classrooms serving gifted children. A scope and sequence chart for grades 5 through 8 lists program and subject objectives for several components of a music curriculum, covering pitch, duration, timbre, texture, form, and style. A scope and sequence chart for music theory/appreciation addresses the same curriculum components in addition to loudness and technical objectives. Methods of evaluating student progress are noted. (JDD)

ED 364 020 EC 302 590

Music: Grades Nine through Twelve. Black Swamp Arts Scene Course of Study: Talented and Gifted.
PUB DATE- 91
NOTE- 27p.; For related documents, see EC 302 589-591.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acceleration (Education); Educational Philosophy;

increase their personal resiliency while encouraging them to make healthy, informed decisions. The federally funded curriculum is not intended to supplant existing curricular materials in prevention education, but to enable teachers to select and use these materials in an effective way. The curriculum begins with guidelines for prevention planning and two needs assessment forms (one for elementary teachers and one for secondary teachers). The curriculum presents six instructional units on the following topics: (1) personal resiliency, (2) information about drugs, (3) decision making, (4) resisting pressure, (5) nurturing relationships, and (6) healthy alternatives. For each objective, activities which meet both the instructional and social needs of special education students are listed. For each activity, grade levels, subject areas, constraints, materials, evaluation methods, variations, and spin-offs for reinforcing the concepts are indicated. The curriculum concludes with a list of available materials and recommended learning activities drawn from other curricula, arranged by curriculum objective. (JDD)

ED 364 038 EC 302 608

Vandercook, Terri; And Others
Lessons for Inclusion.
SPONS. AGENCY- Forest Lake Area School District, MN.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Sep 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Classroom Environment; Cooperation; *Disabilities; Elementary Education; Elementary School Students; Friendship; *Interpersonal Competence; Learning Activities; Lesson Plans; *Mainstreaming; Normalization (Handicapped); *Self Concept; *Self Esteem; *Social Integration; Teaching Methods
IDENTIFIERS- *Diversity (Student)

The goal of this curriculum is to assist educators to develop a classroom community in which all children, including those with significant disabilities, feel good about themselves and work together to support the active learning and valued membership of all class members. The specific goal of the lessons is to promote positive self-concept and effective interpersonal skills. The lessons are intended to help children in grades K-4 recognize their own strengths and the strengths of other children regardless of (and in many cases because of) their differences. The lessons teach children that everyone needs to feel accepted and included. The four lessons are: "Including Everyone: We All Need To Belong," "Liking Myself: Self-Esteem Is Important," "Making and Keeping Friends: Everybody Needs a Friend," and "Cooperating with Others: Together We Can Do It." Each of the lessons includes an introduction of the topic using children's literature, discussion questions, and activities. Appendices contain materials for use in implementing the learning activities. (JDD)

ED 364 039 EC 302 609

Vandercook, Terri, Ed.; And Others
Learning Together...Stories and Strategies.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.; Office of Special Education and Rehabilitative Services (ED),

for Jewish Day School Students" (S. C. Lorch, T. F. McNamara, E. Eisikovits); "Languages in Schools: Policy and Practice" (Roger A. Peddie); "Models and Sociolinguistic Factors in Some Victorian Second Language Programs: A Progress Report" (Michael Clyne, Catherine Jenkins, Imogen Chen, Melissa Rogerson, Roula Tsokalido); "Language Policy in the Context of Realizing Human Rights and Maximizing National Development" (D. E. Ingram). (JL)

ED 364 060 FL 021 366

Lorch, S. C.; And Others
Late Hebrew Immersion at Mt. Scopus College, Melbourne: Towards Complete Hebrew Fluency for Jewish Day School Students.
PUB DATE- 92
NOTE- 31p.; For serial publication in which this article appears, see FL 021 365.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Day Schools; Foreign Countries; *Hebrew; *Immersion Programs; Jews; Junior High Schools; Junior High School Students; *Language Fluency; Parent Attitudes; Program Design; *Program Evaluation; Student Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *Mount Scopus College (Australia)

This paper describes and evaluates a Hebrew immersion program for Jewish day school students at Mt. Scopus College in Melbourne, Australia. Specific sections address the following: (1) the first year; (2) the second year; (3) designing the evaluation of the program; (4) results of the evaluation (including academic outcomes, student and parent attitudes); (5) communicating the information in the evaluations; (6) significance of the evaluation findings; and (7) implications for practitioners. It is suggested that although it is too early to predict what the ultimate outcomes of the evaluation will be, the preliminary findings are promising, and the opportunities for further positive effects are considerable. (Contains 20 references.) (JL)

ED 364 061 FL 021 367

Peddie, Roger A.
Languages in Schools: Policy and Practice.
PUB DATE- 92
NOTE- 32p.; For serial publication in which this article appears, see FL 021 365.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; Elementary Secondary Education; Foreign Countries; Longitudinal Studies; Models; *Public Policy; *Second Language Programs; Surveys; Teacher Attitudes
IDENTIFIERS- *Australia (Victoria); *New Zealand

This paper draws on data from a longitudinal comparative study of languages policy in New Zealand and Victoria, Australia, to explore the nature of school programs in languages other than English. After describing some theoretical considerations that underlie the main study, the paper presents two hypotheses that might explain the situation of languages in schools and outlines the methods used to explore these. Hypothesis One proposes that language programs are related to dominant group characteristics of utterances were calculated for each child and adult subject: mean length of utterance; overall frequency of utterances; frequency of caregiver-to-child questions, declaratives, and imperatives; and social class differences found in 10 question types. Results indicate clear social class differences in the relative use of different utterance types in speaking to children, with frequent use of questions and less frequent use of imperatives among intellectuals, paralleling findings in studies of English adult-to-child speech. A brief bibliography and data charts and tables are appended. (MSE)

ED 364 082 FL 021 627

Tardif, Twila
Language Acquisition and Language Socialization (Yuyan huode yu shehuihua).
PUB DATE- Dec 91
NOTE- 36p.; Translation of a paper presented at the Annual Meeting of Experimental and General Psychology, Chinese Psychological Association (Jinan, China, December 18-21, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Child Language; Comparative Analysis; *Language Acquisition; *Language Patterns; *Learning Processes; Linguistic Theory; *Parent Child Relationship; Psycholinguistics; *Socialization; *Syntax

Research and theory on language acquisition and language socialization are examined and compared. The language acquisition perspective is that the central question is how children acquire forms and patterns of language, with syntax at the core, so early and so rapidly. From the viewpoint of language socialization, the issue is not only of acquisition of linguistic forms and principles but also of the learning of the real-world meanings and social functions of these forms. The two approaches define the problem of what is to be learned very differently and have correspondingly different methods and research questions. The discussion considers research on the effects of different aspects of adult-to-child speech on child language, including adult modification of prosodic features, manipulation of non-prosodic features, adult syntax, and adult questions. Selected language socialization research, which emphasizes pragmatics and discourse rather than syntax, is also reviewed. It is proposed that a more fruitful approach would be to combine the two perspectives, specifically by language acquisition researchers' use of language socialization methods to address syntax development. (Contains 60 references.) (MSE)

ED 364 083 FL 021 631

Tegey, Habibullah; Robson, Barbara
Pashto-English Glossary for the CAL Pashto Materials.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 181p.; For related documents, see ED 286 343-350 and FL 021 632-634.
LANGUAGE- Pashto; English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Foreign Countries; *Glossaries; Grammar; Instructional Materials; *Pashto; Pronunciation; *Second Language Instruction; Uncommonly Taught Languages

Barrera, Aida
Distance Learning: The Challenge for a Multicultural Society. Occasional Papers in Bilingual Education, 8.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; *Distance Education; *Educational Needs; Futures (of Society); *Information Networks; *Institutional Cooperation; Program Descriptions; Socialization; Technological Advancement; *Telecommunications

A discussion of distance learning looks at the ways in which it does or does not address issues of cultural pluralism and the needs implied by this. Introductory sections look at the way in which current telecommunications socialize individuals of all ages and at the difficulty of research into this process. Media technology applicable in the classroom are then examined, and currently common uses of those media for distance learning are outlined, including the burgeoning information and media networks, both private and publicly supported. The rapid expansion of distance learning in the United States is chronicled briefly, and the Star Schools Program, an ambitious project to bring distance instruction to students through telecommunications partnerships, is described. Problems are seen in the limited extent to which the Star Schools Program, intended to enhance the education of economically disadvantaged students, addresses specifically the needs of culturally or linguistically diverse populations. Some programs that do target these populations are noted. It is concluded that there are inadequate large-scale educational telecommunications efforts focusing on linguistic and cultural issues, and that this need must be addressed. A brief bibliography and list of resources are appended. (MSE)

ED 364 103 FL 021 681

Maguire, Frank
Sign Languages: An Introduction to Their Social Context and Their Structure. CLCS Occasional Paper No. 36.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Sign Language; *Deafness; Discourse Analysis; Foreign Countries; Language Research; Linguistic Theory; *Morphology (Languages); *Phonology; *Sign Language; *Syntax
IDENTIFIERS- *Ireland

Research into the sign languages of the deaf is reviewed, particularly as it relates to the study and use of sign language in the Irish context. The first section offers an overview of deafness, the deaf experience, acquisition of linguistic and social identity, the sociology of the deaf community, and the role of sign language. Subsequent sections examine characteristics of and research into the following areas: sign phonology (including handshapes, place of articulation, movement, orientation, constraints on combinations of lexical items, and restrictions on combinations of sublexical components); sign morphology (including the role presenting information about work in the United States; (8) utilizing people as resources; (9) looking at individual interests; (10) self-assessment of skills; and (11) recognizing accomplishments. A sample activity for lesson 3, "Time--How Do You Use It?", is appended. Contains 13 references. (LB)

ED 364 122 FL 800 699

Tutoring ESL: A Handbook for Volunteers.
SPONS. AGENCY- Washington State Div. of Refugee Assistance, Olympia.
PUB DATE- 91
NOTE- 177p.; For an earlier version, see ED 316 065.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *English (Second Language); Evaluation Methods; Instructional Materials; *Learning Activities; Lesson Plans; Refugees; *Second Language Instruction; *Student Evaluation; Teaching Guides; *Teaching Methods; Vocational English (Second Language); *Volunteers

This handbook contains several different sections to aid volunteers teaching English-as-a-Second-Language (ESL) to refugees. Part 1, "Getting Started," discusses cultural differences and difficulties the students may encounter. Part 2, "Mechanics of Teaching," offers tips on teaching refugees and general teaching methods. Lesson planning, assessment and mapping, and evaluating progress are covered in Part 3 "Assessment and Lesson Planning." A general overview of and general ideas for activities in Vocational ESL are discussed in part 4. Part 5 "Activities for Practice," describes activities that could be used, they are divided into groups entitled: Listening and Speaking Activities, Reading and Writing Activities, Thinking and the Real World', and Introduction to Fun'n Games. (AB)

ED 364 123 FL 800 700

The English Challenge. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 15 Apr 93
NOTE- 74p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Basic Skills; *Business Communication; Community Colleges; Higher Education; *Inplant Programs; Language Skills; *Literacy Education; Navigation; Program Descriptions; Sailing; School Business Relationship; *Telephone Usage Instruction; *Vocational English (Second Language)
IDENTIFIERS- Boat US; Northern Virginia Community College; *Workplace Literacy

A federally-funded cooperative program of in-plant English language instruction for industry workers is reported. Partners in the program were Northern Virginia Community College (Alexandria) and BOAT/U.S., a national business providing goods and services to the boating public. This 60-week workplace literacy program was divided into five 12-week sessions. The first four sessions consisted of English language classes at several proficiency levels. The fifth session offered three test, confrontation guidelines, a documentation form, federal editorial guidelines, selected alcohol facts, and New York State alcohol-related laws. (Contains 78 references.) (JB)

ED 364 142 HE 026 939

Andersen, Charles J.
Enrollment and Baccalaureates at Public Universities, 1970 & 1990.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bachelors Degrees; College Students; Differences; Doctoral Programs; *Enrollment Trends; Geographic Regions; Higher Education; Institutional Characteristics; *Public Colleges; Regional Characteristics; School Demography; *State Universities; Trend Analysis; Universities

This research brief reviews trends over two decades in enrollment and baccalaureate degrees at public universities that meet the Carnegie Classification definition for "doctorate-granting" and "comprehensive." Opening highlights note that public universities comprise nearly 25 percent of the nation's four year colleges and universities and that these institutions saw an enrollment increase of 38 percent between 1970 and 1990. A side-bar covering a full page explains the Carnegie institutional classification system and the definitions of comprehensive and doctorate-granting universities. Sections on enrollment, baccalaureates, and numbers and distribution of institutions follow. Some findings are: (1) there were 459 doctorate granting and comprehensive public universities in 1987; (2) geographic distribution of these institutions shows a pattern repeated in the enrollment and earned degree data with 65 percent of universities east of the Mississippi; (3) geographic distribution of public universities' 5.5 million students in Fall 1990 mirrors the distribution of the nation's population; (4) the share of national enrollments accounted for by public universities has not changed significantly in the 1970-1990 period; and (5) of the 5.5 million students at public universities 52 percent are enrolled in doctorate-granting institutions and 48 percent at comprehensive institutions. A conclusion section suggests that institutions in areas where a decline in the traditional student population is predicted should carefully examine their clientele populations and missions. (Contains nine references.) (JB)

ED 364 143 HE 026 940

Norris, Julie T.
Fundamentals of Sponsored Project Administration. Volume I: Pre-Award Activities.
PUB DATE- 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; Grants; *Grantsmanship; Higher Education; Program Proposals; *Research Administration; Research Coordinating Units; Research Design; Research Needs; Research Proposals
IDENTIFIERS- *Sponsored Research

knowledge. An appendix treats architecture and classroom design. Includes an index and glossary. Contains 136 references. (Author/JB)

ED 364 161 HE 026 959

Governor's Task Force on Substance Abuse and Sexual Assault on College Campuses, 1991-1992. Final Report.
PUB DATE- 92
NOTE- 56p.; For a related document, see HE 026 960.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *Campuses; Colleges; College Students; Community Colleges; Drinking; *Drug Abuse; Drug Education; Higher Education; Law Enforcement; Medical Services; Policy Formation; School Security; *Sexual Abuse; *Substance Abuse; Universities; *Violence
IDENTIFIERS- *Virginia

This document presents the findings of a legislatively mandated task force on substance abuse and sexual assault on Virginia's college, university, and community college campuses. Following a series of public hearings on the issues, the Task Force divided into three focus area Committees: Education, Treatment, and Enforcement. Each committee developed recommendations which were used to develop a summary set of 46 recommendations from the Task Force as a whole. The recommendations expand on key principles: (1) campuses should be communities of civility free of violence and substance abuse; (2) students who are victims of substance abuse or violence should have treatment services available; (3) students should be educated about substance abuse and sexual assault during secondary and higher education; (4) students should understand their college's judicial system and the local criminal justice system; (5) administrators, faculty members, alumni, and students leaders should set examples of responsible behavior for the campus community. Includes correspondence, the order establishing and charging the task force, list of hearings and task force members, two surveys, and a list of those who assisted in the process. (JB)

ED 364 162 HE 026 960

Sexual Assault and Rape on Virginia's Campuses. Second Report of the Council of Higher Education to the Governor and the General Assembly of Virginia. Senate Document No. 19.
PUB DATE- 93
NOTE- 42p.; For a related document, see HE 026 959.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alcohol Abuse; *Campuses; College Role; *Colleges; College Students; Community Colleges; Counseling Services; Curriculum Development; Drug Abuse; Higher Education; Law Enforcement; Medical Services; Program Development; Program Implementation; *Rape; School Security; *Sexual Abuse; *Statewide Planning; Universities; *Violence
IDENTIFIERS- *Virginia

This document reports on sexual assault and rape on campuses in Virginia and on efforts to address these types of violence at colleges and universities. Part I looks at state-wide activities in 1991-1992 which included eight focus groups on campuses, a state-wide campus sexual-assault conference, the project funded in 10 demonstration sites throughout the United States by the U.S. Department of Education, Office of Vocational and Adult Education, is the focus of this monograph. EVE is an expanded vision of vocational education that combines proven vocational education and dropout prevention practices. This document outlines strategies for developing a district-wide dropout prevention program based on the EVE concept. A suggested EVE curriculum includes content in the following four areas: applied academics, vocational-technical education, employability skills training, and life-development skills training. The following elements of a comprehensive educational support system are described: instructional strategies, counseling, student management and discipline, flexible scheduling, small class size, transportation, community collaboration, and parental and family involvement. A section on integrating program components into district operations provides specific suggestions related to the following: district commitment and support; program location and organization; recruitment, selection and orientation of students; and staff selection and development. The experience of the school district of Pittsburgh in institutionalizing EVE elements is discussed. (MN)

ED 363 701 CE 064 903

Kerka, Sandra
Consumer Education for High School Students. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Consumer Education; Curriculum; *Curriculum Development; *Educational Needs; Educational Resources; High Schools; *High School Students; Instructional Material Evaluation

Surveys have established that high school students are highly deficient in knowledge regarding basic topics typically covered in consumer education classes, such as economics, personal finance, and consumer rights and responsibilities. The following are among the current trends that have underscored the need for secondary consumer education: the trend to a global economy, increased use of advanced technology in everyday life, changing life-styles, environmental and social awareness and responsibility, integration of academic and vocational education, and the new levels of purchasing power and marketing attention given to adolescents. The place of consumer education in the high school curriculum continues to be an issue of concern; however, as approaches such as tech prep continue to gain momentum, consumer educators have increasingly been able to stress the relevance of consumer concepts and skills to the academic and vocational disciplines. The potential for bias in educational materials and information supplied by the private sector is another recurring issue of concern. (This summary of issues and trends includes an annotated bibliography of 21 curricula and educational resources and 3 resource organizations for secondary consumer education.) (MN) to make students aware of the arrangement and content of a patient's chart. The guide also contains answer keys for the worksheets, a checklist of activities correlated to procedures, and procedure sheets. A final section outlines additional assignments for each chapter in sports medicine that uses higher level thinking skills. The student study packet provides learning objectives, worksheet reference materials, information on the use of the packet, and a clinical rotation activity checklist that helps students and clinical staff determine experiences each student should have at a rotation station and is designed to document each student's progress. Thirty-four worksheets are provided on the following topics: safety devices, safety and body mechanics, disease prevention, emergency situations, career opportunities, crutch training, crutch gaits, assisting with a prosthesis, hydrotherapy, heat treatments, cryotherapy, therapeutic massage, exercise, range-of-motion exercises, exercise programs, cardiac rehabilitation, heart, vital signs, evaluating fitness through performance, planning an exercise program, training attitudes and fitness programs, diet and body weight, training and diets, prevention of injury, screening tests, basic concepts of wellness and fitness, bill of rights for the athlete, caring for supplies and the work area, records and plans, plans leading to discharge, organization and general plan of the body, skeletal system, muscles, and nervous system. Names and addresses of four career resources conclude the packet. (YLB)

ED 363 718 CE 064 941

Shore, Sue
A Teacher's Questions in an Adult Literacy Classroom. Possibilities for Dialogue. CRAEHD Publications Thesis Series.
PUB DATE- 91
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Literacy; Class Activities; *Classroom Communication; Classroom Environment; *Classroom Techniques; Educational Research; Foreign Countries; *Group Dynamics; *Literacy Education; *Questioning Techniques; Staff Development; Student Behavior; Student Participation; Teacher Behavior; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Australia

A study addressed the ways in which classroom interaction is structured explicitly and implicitly through a teacher's questions. It examined how this was done through the questions one teacher asked in her adult literacy class and what insights could be gained for adult literacy staff development programs. The research was undertaken in mid-1990 in a technical and further education college in South Australia. Ethnographic methods were used to produce data on classroom interaction; the data, collected from transcripts of classroom discussions, were subjected to analysis informed by critical theory. Contextual data on teaching aims and tensions, teaching session organization, staff development experiences, and reflections on those experiences were used to relate the questions asked and the critical analysis of their consequences to staff development needs for teachers wanting to develop critical educational practices. Findings on questioning practices showed that classroom participation was structured through teacher questions on class procedures, on exploration of knowledge, and on connections between the knowledge explored and students' decades has necessitated that U.S. companies undergo significant transformations to improve their performance with respect to a wide array of efficiency and quality indicators. Research on the transformations recently undertaken by some U.S. companies to boost performance revealed two distinct and coherent models of high-performance work systems: (1) a vision of "lean production" that relies more heavily on managerial and technical expertise and centralized coordination and decision making than conventional systems do; and (2) a U.S. version of "team production" that combines principles of Swedish sociotechnical systems with principles of quality engineering and that more thoroughly decentralizes management of work flow and decision making. Only a few organizations have yet achieved major transformations and performance improvements. Obstacles remain to be overcome: the continuing temptation of mass production, the ambiguous role of technology, high initial training costs, and managerial resistance to change. An interrelated set of public policies addressing the following issues must be developed: improving job training, increasing employee and union participation, increasing firms' commitments to stakeholders, building interfirm collaboration and quality standards, and ruling out the low-wage path. (Contains 107 references.) (MN)

ED 363 737   CE 064 972

Horan, J. Michael
The Future of Unskilled Labor: Low Demand--Low Wage.
PUB DATE- 15 Nov 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Articulation (Education); Educational Change; *Educational Improvement; *Educational Needs; *Futures (of Society); High Schools; *Integrated Curriculum; *Noncollege Bound Students; Skill Development; Skilled Workers; Technical Education; Technological Advancement; Two Year Colleges; Unskilled Workers; Vocational Education
IDENTIFIERS- *Tech Prep

High school graduates who do not go on to higher education ("the forgotten half") can no longer expect to obtain steady employment at wages that can support a family. Their ability to compete for well-paying jobs is hampered by a lack of skilled training. In contrast, the labor market in the United States 50 years ago relied heavily on unskilled labor. Skilled workers are defined as those who are knowledgeable and competent in five areas: resources, interpersonal skills, information, systems, and technology. To prepare such workers, many changes are needed in the educational system. One change that could make a difference is tech prep, which combines high school and two-year technical college education. Tech prep is a true educational reform program gaining favor with many employers. Tech prep graduates often earn more than persons with four-year college degrees. This hands-on approach provides an opportunity for the "forgotten half" students; if it is more widely implemented, it will ensure a brighter future for many more young people. (Contains 12 references.) (KC)

ED 363 738   CE 064 974

Macduff, Nancy

literature and other research shows that a comprehensive school-to-work transition strategy would encompass the following components for all students: (1) processes for developing academic and occupational competencies; (2) career education and development; (3) extensive links between schools and employers; and (4) meaningful workplace experiences. The three basic components of the School-to-Work Opportunities Act of 1993 (work-based learning, school-based learning, and connecting activities) emphasize the elements found to be necessary for a comprehensive strategy. Therefore, the bill is recommended but will require much state work to set up transition programs that will not be completed until the year 2000. (KC)

ED 363 757   CE 065 028

The Nontraditional Survey: Assessing Your Community's Capacity for Nontraditional Training.
PUB DATE- 93
NOTE- 23p.; Prepared by the Nontraditional Employment Training Project. For related documents, see CE 065 031-032.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitudes; *Employment Practices; Equal Opportunities (Jobs); *Females; *Needs Assessment; *Nontraditional Occupations; Postsecondary Education; *Sex Bias; Sex Discrimination; Sex Fairness; Surveys

This six-part survey can be used to assess attitudes within a community about women in nontraditional occupations. Results of the survey can be used to guide efforts to improve the training, placement, and retention of women in nontraditional occupations. The six parts of the survey assess the following: (1) Part A asks respondents to indicate to what extent they agree with 15 statements about working women in general and women in nontraditional occupations in particular; (2) Part B asks respondents to indicate what they believe are the three most important reasons for increasing the number of women in nontraditional occupations in their community; (3) Part C asks respondents to indicate what they believe are the three main reasons why women in their community do not enter nontraditional training; and (4) Parts D, E, and F ask respondents to indicate their sex, race or ethnicity, and role in the employment and training system. Forms and instructions for tallying survey results are included at the end of the survey package. (KC)

ED 363 758   CE 065 029

Women and Nontraditional Work.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 6p.; Update of ED 313 547.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; *Employment Practices; *Federal Legislation; *Females; Job Training; *Nontraditional Occupations; Postsecondary Education; Quality of Working Life; Sex Bias; *Sex Discrimination; Sex Fairness; Wages

This brief has the following contents: statistics on the number of women in nontraditional occupations, summary of legislation about women and employment, barriers inhibiting the entry of women into nontraditional training and employment, and

Rogers, George E.
What Are the Prerequisites for Today's T&I Students? A Research Paper.
PUB DATE- Dec 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Vocational Association (Nashville, TN, December 3-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Objectives; *Core Curriculum; Educational Research; *Job Skills; Outcomes of Education; Secondary Education; Teacher Attitudes; *Technology Education; *Trade and Industrial Education; Work Attitudes
IDENTIFIERS- Pennsylvania (Central)

A study identified what competencies secondary trade and industrial (T&I) instructors from Central Pennsylvania believed technology education should provide. A total of 33 instructors of 49 surveyed responded to a questionnaire developed from Pucel's (1992) categories of technology education and work attitudes as identified by Gregson (1991). An analysis of variance treatment indicated 27 competency comparisons significant at the p=.05 level. The results of the data analysis showed that the competencies T&I instructors would like technology education graduates to possess were not current high-tech issues. Rather, they identified these competencies: good work ethic, the ability to measure, and the ability to identify and use hand tools and equipment. Recommendations for technology education included emphasis on these affective domain attributes: following directions, pride in work, being dependable and punctual, exhibiting awareness of safety, and being conscientious. These cognitive and psychomotor competencies were recommended as core content of any technology education curriculum: measurement, identification and use of common hand tools and equipment, and knowledge of technical terminology. The following: competencies were not considered a major part of the technology education curricular content: economic factors, invention process, high-tech applications, and desktop publishing. (Contains 13 references.) (YLB)

ED 363 778 CE 065 089

Kingsley, Chris
A Guide to Case Management for At-Risk Youth. 2nd Edition. A Technical Assistance and Training Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 93
NOTE- 198p.; For the 1st edition, see ED 319 908.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Agency Cooperation; At Risk Persons; *Caseworker Approach; *Caseworkers; Cooperative Planning; Coordination; Counseling Techniques; Counselor Client Relationship; Decision Making; Employment Programs; Evaluation; Federal Legislation; Federal Programs; Goal Orientation; High Schools; *Job Training; *Management Systems; Models; Motivation; Problem Solving; Services; Social Work; *Youth Programs

Paralleling Taiwan's rapid economic transformation has been the growth of its national educational system. Both the government and the private sector have been making concerted efforts to develop education, resulting in constant increases in educational expenditures, and the percent of Gross National Product allocated to education far exceeds that of many other richer nations. The number of schools and colleges has exploded and total school enrollment has increased fivefold since 1950. The vocational education system has also increased dramatically. Currently, there are about 150,000 vocational school students, 100,000 technical college students, and 2,000 institute of technology students graduating each year in Taiwan. The total number of 252,000 graduates from the technical and vocational education system far exceeds the 60,000 academic high school graduates or 40,000 college graduates each year. There are seven types of vocational schools in Taiwan: agricultural, industrial, commercial, marine products, nursing and midwifery, opera and arts, and home economics. Emphasis presently is on the expansion of industrial and maritime education while slowing the development of commercial schools and enriching the curricula of agricultural schools and readjusting home economic education according to needs. Taiwan's emphasis on mass vocational education extends to postsecondary level education, as evidenced by the creation of closer linkages between high schools and postsecondary institutions. Technical colleges are continuing to grow in importance. In addition, the government supports technical training and skills upgrading both in school and on the job for workers. Vocational education and training has had a major influence in providing the skilled labor force that has transformed Taiwan into one of the world's most powerful economies. (Contains 13 references.) (KC)

ED 363 796   CE 065 123

Wagner, Judith O.
Locating Education and Literacy Statistics. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational
  Research; Educational Trends; High School Equivalency Programs;
  *Information Sources; *Literacy Education; *Statistical Data
IDENTIFIERS- ERIC Digests

Although the ERIC database includes descriptions of documents containing education statistics, it is not designed to provide answers to specific statistical questions. The single best alternative source for statistics regarding all aspects of education and literacy is the National Center for Education Statistics (NCES), part of the U.S. Department of Education's Office of Educational Research and Improvement. Statistical information can be obtained by calling the information office at NCES; their reports and newsletters can be found at most state, university, and large-city public libraries. Literacy statistics can be located in the report produced by the National Adult Literacy Survey conducted by the NCES in cooperation with the Educational Testing Service. Each state has--or soon will have--a State Literacy Resource Center that will become part of a network of centers to stimulate the employers; how to successfully follow employer instruction; what words employees should use with their employers; how to manage confusing employer directions; how to say "yes" to the boss; how to comply with employer instructions; and how to best cope with a difficult employer. Other lessons tell students what to expect of their first days on the job and prepare them to successfully avoid or manage the likely problem situation that could occur; motivate students to anticipate and resolve on-the-job conflict; explain how employees should interact with co-workers on the job; and focus on interactions with customers. One lesson explains pay checks, tax deductions, and basic banking; another discusses the proper use of excuses and absences from work; and a third focuses on how to appropriately resign from a job. Finally, students are trained and motivated to consistently work hard, to learn and follow work-related laws and rules, and to realistically evaluate and improve their work performance. (NB)

ED 363 815 CG 025 086

Wells, Ruth Herman
Temper and Tantrum Tamers. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 93
NOTE- 35p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-085.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Aggression; *Anger; *Coping; Secondary Education; *Youth Problems
IDENTIFIERS- *Denial (Psychology)

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. It presents 20 lessons designed to teach the coping skills necessary to control one's temper. The first lesson teaches students the meaning of aggressive behavior; this lesson and several others throughout the guide focus on helping aggressive students who deny their aggressiveness to break through their denial and evaluate more accurately their own aggressiveness. Lesson 3 helps students to better identify the causes of anger and aggression. Several lessons focus on misdirected anger and aggression, scapegoating, taking one's anger out on other people, and managing anger more appropriately. Other lessons concentrate on the lifelong consequences of being out of control, the consequences of aggressiveness, and the difficulty one might have finding and keeping work if one lacks adequate anger control skills. Students are taught about different types of anger and are helped to acknowledge responsibility for their aggressiveness, to anticipate and control their aggressive behavior, and to use new anger control methods. Finally, students are taught that their aggressiveness hurts them more than anybody or anything else. (NB)

ED 363 816 CG 025 099

Straus, Murray A.
Measurement Instruments in Child Abuse Research.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Feb 93
NOTE- 13p.

English, Jill; Sancho, Anthony
Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook. Updated .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 20p.; Supersedes ED 319 148.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Evaluation; Decision Making; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Evaluation Criteria; *Prevention; School Districts

This workbook was created to enable a school district or school to select a drug abuse prevention curriculum that is educationally sound and effective. It was produced to assist in the selection of pre-developed curricula, but the criteria may be easily adapted for use in developing curricula. Criteria for selecting a drug abuse prevention curriculum, based on educational theory, research of effective drug prevention programs, and the practical application of those programs, are listed under these headings: goals and objectives; content; instructional methodologies; learning opportunities; materials, time; evaluation; cultural equity; sex equity; and district-specific criteria. Steps in forming a selection committee and preparing for curriculum selection are given and use of the selection criteria is explained. Because most available curricula do not cover all grades from kindergarten through grade 12, it is suggested that the criteria be used to evaluate one curriculum at each grade level rather than using one form to evaluate all the grades within a curriculum. Worksheets are provided to rate the curriculum on each of the criteria by determining to what degree each criterion is met. The final worksheet consists of a summary of curricula analyses. The workbook concludes with a list of further reading. (Author/NB)

ED 363 836 CG 026 019

AIDS/HIV-Related Knowledge, Attitudes, and Risk Behavior. Minnesota Student Survey Report, 1989.
PUB DATE- Aug 89
NOTE- 11p.; For a related document, see CG 026 020.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; Elementary School Students; Elementary Secondary Education; Grade 6; Grade 9; Grade 12; *Knowledge Level; *Risk; Secondary School Students; *Student Attitudes; *Student Behavior

The Minnesota Student Survey, including questions on Acquired Immune Deficiency Syndrome (AIDS) virus transmission and sexual activity, was completed by approximately 88,000 6th-, 9th-, and 12th-graders during the 1988-89 school year. Sexual activity questions were not asked of sixth graders. Over 90% of high school students knew about sharing needles and sexual intercourse as means of AIDS transmission. Among sixth graders, 87% knew about needle sharing and 79% knew about sexual intercourse as means of transmission. While students were knowledgeable about ways that the AIDS virus could not be transmitted, some still held erroneous beliefs that AIDS could be transmitted through blood tests, vaccinations or insulin injections, mosquito bites, and kissing. Although few students

Assessment: Experiences at the Kamehameha Elementary Education Program" (Kathryn H. Au, with commentary by Ileana Seda); (6) "Literacy Portfolios for Teaching, Learning, and Accountability: The Bellevue Literacy Assessment Project" (Sheila W. Valencia and Nancy A. Place, with commentary by Kenneth P. Wolf); (7) "A Multilayered Assessment Package" (Teri Bembridge, with commentary by Marjorie Y. Lipson); (8) "California's New English-Language Arts Assessment" (Barbara Weiss, with commentary by P. David Pearson); (9) "Redesigning Teaching and Learning: The Arizona Student Assessment Program" (Mary W. Garcia and Kathy Verville, with commentary by Charles W. Peters); (10); "The Maryland School Performance Assessment Program: A New View of Assessment" (Barbara A. Kapinus and others, with commentary by Karen K. Wixson); and (11) "Realizing the Possibilities of Authentic Assessment: Current Trends and Future Issues" (Sheila W. Valencia and others). (RS)

ED 363 856 CS 011 455

Brewbaker, James M.
Whole Language and More '93 (If I Had It All To Do over Again).
PUB DATE- Mar 93
NOTE- 11p.; Expanded version of a paper presented at the Annual Spring Conference of the National Council of Teachers of English (Richmond, VA, March 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conferences; Elementary Education; *Meetings; Program Descriptions; Program Development; *Program Implementation; Whole Language Approach
IDENTIFIERS- Professional Concerns

Discussing the "Whole Language and More '93" meeting, this paper presents a series of helpful how-to's (and some valuable caveats) for those involved in conference planning. The first part of the paper presents a discussion of 10 steps the conference organizer would take again, including: promoting the conference; organizing various chairs; offering variable registration fees; thinking big and small when formulating a budget; spreading ownership as widely as possible; and offering a variety of conference sites. The second part of the paper discusses 10 things the conference organizer would do differently, including: utilize persons of color more widely and effectively; use professionals to process money and registrations; establish a more realistic timeline for printing the program and assembling the conference packet; secure more cosponsors; charge exhibitors more; and do a better job of giving credit where credit is due. (RS)

ED 363 857 CS 011 456

Sawyer, Shirley
Learning Styles and Students' Reading Selections. A Scholarly Study.
PUB DATE- 93
NOTE- 45p.; Specialist in Education Project, Georgia State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Books; *Cognitive Style; Comparative Analysis; Grade

DESCRIPTORS- *Authors; *Blacks; Higher Education; Literary Genres; *Novels; Popular Culture; Twentieth Century Literature
IDENTIFIERS- *African Americans; *Detective Stories; Heroes; Heroines

Noting that the first adult fiction detective novel by an African-American was published in 1932, this bibliography lists and discusses 72 novels either written by African-Americans or featuring African-American detectives. The bibliography is divided into four sections: the first section discusses detective fiction written by African-American men; the second section contains information concerning detective novels published in the early 1990s by three African-American women (the first such published) and a crime novel by an African-American woman; the third section contains novels by three prominent white writers of detective fiction who introduced African-American detectives in some of their work; and the fourth section contains novels by two white writers who added African-American detectives in some of their series that originated with only white male detectives. The bibliography includes biographical information about the novelists. End notes (listing sources of information for each of the 19 novelists) are attached. (RS)

ED 363 876 CS 214 097

McCarthey, Sarah J.
Risks and Opportunities of Writing from Personal Experience.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Awareness; Case Studies; Elementary School Students; Hispanic Americans; Intermediate Grades; *Writing (Composition); *Writing Assignments; Writing Research; Writing Workshops
IDENTIFIERS- African Americans; Hispanic American Students; *Personal Writing; Voice (Rhetoric)

This paper uses two case studies to explore the risk and opportunities of writing from students' personal experiences. Anthony, a high-achieving, Hispanic fifth-grader, and Anita, a low-achieving, African-American sixth-grader, participated in a writing workshop in which students kept notebooks of their personal experiences and reflections. The two examples provide a means to explore both the risks and opportunities of writing from personal experiences. Anthony's piece reflects some benefits associated with writing from personal experiences, including features such as: (1) authenticity; (2) allowing the writer to develop a voice; (3) potential audience engagement; and (4) the potential therapeutic value. However, Anita's case reveals potential risks, including: unintended consequences from what is revealed; possibilities of limiting students' voice and opportunities to explore other genres; potential cultural conflicts; lack of readiness for some students to reveal emotional issues to peers or the teacher; and a misunderstanding of the role of autobiographical writing in professional authors' work. Implications of the paper suggest that researchers and teachers may need to be cautious about embracing a genre of writing without considering potentially painful outcomes for some students. Nineteen references and appendixes are attached which describe the methods used in the study and present a story and a poem by Anita. (Author/RS) of the assignment, the students go to the library to find the source of one of the statements. Students share briefly with the class the topics of their articles. In the third part of the assignment, students write a report presenting a summary and critique of an article from a scholarly journal. In exchange for a minimum of class time, students gain confidence, knowledge, and skills. Some students catch the excitement and cultivate the inquisitiveness which undergirds true education. (Appendixes that present student handouts describing the three parts of the assignment, and a list of short readings about research are attached.) (RS)

ED 363 897 CS 508 378

Cooper, Martha; Burns, Gary
"We Shall Overcome": Ontology and Rhetoric.
PUB DATE- 10 Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Central States Communication Association (Cleveland, OH, April 9-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Historical Materials (060)
DESCRIPTORS- Communication Research; Content Analysis; Discourse Analysis; *Persuasive Discourse; *Songs
IDENTIFIERS- *We Shall Overcome (Song)

The particular way in which songs (and especially the songs of social movements) accumulate persuasive force has been the subject of much scholarly inquiry. This paper investigates the rhetorical power of the popular musical text, "We Shall Overcome," arguing that the song endures as an almost expected rhetorical feature of any social movement concerned with civil rights. The paper suggests that "We Shall Overcome" is a unique song of persuasion in that it demonstrates the ontological force of rhetoric: the song empowers rhetors and audiences alike through the enactment of an open text. Following a brief discussion that describes the evolution of the text through multiple contexts, the paper elaborates the argument by examining three rhetorical characteristics of the song: (1) the song as an open text; (2) the participatory nature of this unique form (singing) of rhetoric; and (3) the quasi-religious lyrical theme and the quasi-ritualistic nature of the song's performance. The paper concludes with an explanation of the ways in which the song empowers its rhetors and audiences in light of the connection between rhetoric and ontology. (Contains 46 references.) (RS)

ED 363 898 CS 508 379

Vartabedian, Robert A.; Vartabedian, Laurel Klinger
Humor in the Workplace: A Communication Challenge.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Communication Skills; *Humor; Interpersonal Communication; Literature Reviews;

entrepreneur for the school in the community. Chapter 6 and 7 offer new approaches to assessing and preparing the principal-in-charge, pointing out that dynamic schools are evaluation-minded schools and discussing ways of enabling principals to maintain their momentum of continuous growth. The role of the principal-in-charge as a leader of change is discussed in the final chapter. Each chapter introduces a scenario that depicts the principal-in-charge of a dynamic school, presents empirical data and supporting literature, and offers chapter highlights. The appendix describes the methods used in the Classroom Alternative Process (CAP) study, the Least Restrictive Environment (LRE) study, the case study for the Coalition of Essential Schools, and the High School and Beyond (USDE, 1984) data set. (Contains 216 references.) (LMI)

ED 363 918   EA 025 346

Wood, R. Craig; Thompson, David C.
Educational Finance Law: Constitutional Challenges to State Aid Plan--An Analysis of Strategies. NOLPE Monograph Series, No. 50.
PUB DATE- 93
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Compliance (Legal); *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Finance Reform; Fiscal Capacity; Full State Funding; Resource Allocation; *State Aid; *State Courts; Tax Allocation

This book offers an overview of educational finance law and examines constitutional challenges to state aid plans. Chapter 1 provides an introduction to education finance litigation, including the early history of education finance litigation and early education finance theory. Chapter 2 discusses the states' responsibilities for providing equal educational opportunities for public education. The third chapter discusses the relationship between revenues (state and local) and equity (horizontal and vertical). Chapter 4 examines state finance distribution formulas, and chapter 5 presents measurements of education finance equity that occur along the three dimensions of resource accessibility, wealth neutrality, and tax yield. The sixth chapter examines two aspects--the philosophical and constitutional--of the basis for education finance challenges. Overviews of early and contemporary education finance literature are presented in chapters 7 and 8. Chapter 9 offers an analysis of present strategies and lawsuits, and the final chapter discusses the future of education finance issues. Five tables, three figures, and a tables of cases are included. (LMI)

ED 363 919   EA 025 351

Keefe, James W.; And Others
School Restructuring: A Special Report of the NASSP Commission on Restructuring. Leader's Guide.
PUB DATE- 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Making Schools Work: Contracting Options for Better Management. Policy Study No. 169.
PUB DATE- Nov 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Contracts; Cooperative Programs; *Corporate Support; Elementary Secondary Education; Free Enterprise System; *Partnerships in Education; *Private Financial Support; Private Sector; *Privatization; School Administration; *School Business Relationship

This document presents an overview of management strategies to help administrators make the most of available private-sector resources. The key is to view the private sector as a resource that can provide an infusion of expertise, accountability, and cost effectiveness into public education. Following the introduction, the second section examines contracting for support services, such as pupil transportation, food services, facilities management, and facilities construction. Section 3 examines the three main areas of core-service contracting--management services, instruction, and curriculum--and presents examples of actual arrangements. A conclusion is that greater school autonomy and decentralization are essential aids in promoting public-private partnerships. Appendices offer information on innovative management techniques, the principles of successful contracting, and contact sources. Six tables and seven figures are included. (LMI)

ED 363 939 EA 025 411

Davis, Rodney
The Nongraded Primary: Making Schools Fit Children.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Cooperative Learning; Educational Philosophy; Elementary School Students; *Flexible Progression; *Grouping (Instructional Purposes); *Heterogeneous Grouping; *Nongraded Instructional Grouping; *Primary Education; Transitional Programs

This guidebook explains the concept of nongraded primary education and offers examples of successful programs. The first section describes the nongraded primary, which is characterized by developmentally appropriate curricula for primary age children, a heterogeneous community of learners as related to age and ability, support for continuous learning, a commitment to honoring the development of the whole child, and active student involvement. Proponents of the nongraded primary believe that it provides an opportunity for children to succeed rather than fail, enhances cooperation, and increases levels of community support. The second section outlines the changing roles of teachers, principals, central office staff, superintendents, local boards of education, parents, and school and community groups. Suggestions are offered for successful multiage classrooms, as well as teaching strategies for mixed-age grouping and steps for organizing the transition from a traditional to a nongraded program. Sidebars that offer

NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Conflict Resolution; Decentralization; Elementary Secondary Education; *Governance; Organizational Theories; *Participative Decision Making; *Politics of Education; Power Structure; *Principals; School Based Management

This paper examines the transformed governance structures of four schools engaged in systemic restructuring efforts and looks at how those transformations have affected principals' roles by reshaping the micropolitical environment of the school. Principals' roles have changed as: (1) decision-making jurisdictions are redrawn; (2) power dynamics are reshaped; and (3) conflict has increased. Although the study involved 6 schools--2 elementary, 2 middle, and 2 secondary--this paper presents information on the elementary and middle schools. Data were gathered through observation, surveys of teachers and students, interviews with teachers and administrators, and document analysis. Although the schools' governance systems differed, all had more decentralized decision making and teacher discretion than is typically found in schools. Findings indicate that in their new roles, principals address uncertainty, spend more time in formal and informal meetings to cope with the complexity of expanded micropolitics and influence decision making, and mediate conflict. Although changes in school governance have often increased teachers' sense of empowerment, it has substantially changed the principal's role, transforming it into a complex role centered within the micropolitical environment of the school. (LMI)

ED 363 961 EA 025 446

Porter, Andrew
Opportunity To Learn. Brief No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Accountability; *Curriculum Evaluation; Educational Assessment; *Educational Opportunities; Elementary Secondary Education; Equal Education; *Evaluation Criteria; *Standards
IDENTIFIERS- *Goals 2000

This publication describes issues in the policy debate about opportunity-to-learn (OTL) standards. OTL standards are designed to represent what schools and teachers should do if the new curriculum and achievement standards, as outlined by National Education Goal 3, are to be met. Goal 3 calls for competency in challenging subject matter for all students. Three possible uses of OTL standards are identified: (1) to serve as a basis for school-by-school accountability; (2) to provide an indicator system; and (3) to present a clearer vision of challenging curriculum content and pedagogy. The use of OTL indicators is illustrated through examples of monitoring curriculum reform in high school mathematics and science. In conclusion, OTL standards may be a two-edged sword. On one hand, they can provide a vision for curriculum content and instructional practices. On the other, the standards can be used as evaluative criteria that control and alienate teachers.

PUB DATE- Jan 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Agency Cooperation; Definitions; *Delivery Systems; *Developmental Disabilities; *Human Services; *Interdisciplinary Approach; Long Range Planning; Microcomputers; Quality Control; Research and Development; *Teamwork
IDENTIFIERS- *Case Management; *Minnesota; Personal Futures Planning

This monograph reports the conclusions of seven 6-month projects addressing issues of case management in the field of developmental disabilities in Minnesota. First, the theory supporting case management is reviewed and alternative definitions and guiding principles are offered. Next, the Minnesota rule on case management is detailed, noting problems in the area of funding, compliance, and lack of training. The projects funded were: (1) Minnesota UAP (University Affiliated Programs) Case Management Study; (2) Microcomputerized Case Management; (3) Case Management Team Resource Development; (4) Personal Futures Planning Training and Resource Development; (5) Consumer Case Management; (6) Partnership for Quality Services; and (7) Peer Advocacy. Training products developed by the projects are listed. Project conclusions include: training in case management must be experiential and competency based; training and paying parents to be case managers may be cost effective; formal services may be more expensive and less accessible than informal services; cash payments or service vouchers to families may be cost effective; case managers spend half their time in developing service plans and record keeping; volunteer monitoring may offer an appropriate inservice training alternative; and the terminology of case management needs change. (DB)

ED 363 983 EC 302 537

Shifting Patterns.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 1 Oct 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Assertiveness; *Developmental Disabilities; Friendship; Leadership; Long Range Planning; Normalization (Handicapped); Parent Role; *Personal Autonomy; *Program Implementation; Social Integration
IDENTIFIERS- Case Management; *Empowerment; Minnesota; *Self Advocacy

This monograph describes projects of the Minnesota Governor's Planning Council on Developmental Disabilities which focus on empowerment and self-advocacy for individuals with disabilities and their family members. Individual sections address: (1) Partners in Policymaking (an intensive course to train individuals with disabilities and family members to become community leaders); (2) Parents as Case Managers (projects which train parents for this role); (3) Personal Futures

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attention; *Autism; *Behavior Patterns; *Cognitive Processes; Conceptual Tempo; Elementary Secondary Education; Foreign Countries; *Goal Orientation; Learning Strategies; *Metacognition; Problem Solving; Self Control
IDENTIFIERS- *Executive Function (Cognition)

This paper presents four studies which illustrate the variety of deficits in executive function displayed by individuals with autism. The concept of executive function is used to encompass all the mental operations which are involved in self-reflective and goal-directed behavior. Four forms of executive control are addressed: mental disengagement, coordination of two separate acts into a goal-directed temporal sequence, cognitive flexibility, and planning. The results of the first two studies indicate that subjects with autism are impaired in the processes required for learning behavioral strategies which involve a counter-intuitive or arbitrary association between response and target. The dysfunction may result from "stuck in set" perseveration, recurrent perseveration, or failure to sustain a plan of action in the absence of environmental cues. Results from the third study indicated a deficit in the processes required to shift attention from a salient dimension or category and engage attention upon a previously irrelevant stimulus. Results of the fourth study showed that subjects with autism are unable to find efficient solutions to planning problems which require a depth-first search to anticipate obstacles and the cognitive flexibility to change plans so as to avoid these obstacles. (Contains 21 references.) (JDD)

ED 364 002 EC 302 571

Westerman, W. Scott, Jr.
Kansas National Merit Semifinalists. Policy Analysis Paper No. 1.
PUB DATE- Apr 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Age; Career Choice; Extracurricular Activities; Family Characteristics; High Schools; High School Students; Leadership; *Merit Scholarships; Race; Sex; Special Programs; State Surveys; Student Attitudes; *Student Characteristics; Student Employment; Travel
IDENTIFIERS- *Kansas; *National Merit Scholars

A survey was mailed to 169 Kansas students in the 1993 class of National Merit Semifinalists (NMSFs). Data were analyzed in terms of age, gender, race, language, family characteristics, high schools attended, extracurricular activities, leadership positions, part-time work, travel experiences outside the United States, high school programs, judgments concerning public schools, college/university preferences, and career plans. Results indicated that: (1) nearly two out of three of all Kansas NMSFs are males, and almost all are Caucasian Americans; (2) NMSF parents are unusually stable and well educated; (3) 18 percent of the state's high schools produce all of the NMSFs; (4) NMSFs report frequent participation in extracurricular nonsport activities and some participation in extracurricular sports and community-based activities; (5) four out of five NMSFs hold high school leadership positions; (6) more than half hold part-time jobs during the school year; (7) nearly two-thirds have traveled outside of the United States;

Enrichment Activities; *Gifted; High Schools; High School Students; *Music Appreciation; *Music Education; *Music Theory; Public Schools; Sequential Learning; *Talent; Units of Study

This course of study was developed for high school students in the Defiance (Ohio) public schools who are talented and gifted in music, providing for an indepth and sequential development of skills and concepts. The program's philosophy stresses that, while the products of the arts are important, a need exists to emphasize the learning process as satisfying in and of itself. It focuses on sensitizing the whole person to the arts and to developing the imagination. Options in meeting the needs of gifted students in music include accelerated educational experiences in cluster groups within regular classrooms or in enriched music classrooms serving gifted children. A scope and sequence chart for grades 9 through 12 lists program and subject objectives for several components of a music theory/appreciation curriculum, covering pitch, duration, loudness, timbre, texture, form, style, and technical objectives. Methods of evaluating student progress are noted. (JDD)

ED 364 021 EC 302 591

Visual Arts Grades Five through Eight. Black Swamp Arts Scene Course of Study: Talented and Gifted.
PUB DATE- 91
NOTE- 50p.; For related documents, see EC 302 589-590.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acceleration (Education); Beliefs; Educational Philosophy; Elementary School Students; Enrichment Activities; Freehand Drawing; *Gifted; Graphic Arts; Intermediate Grades; Junior High Schools; Junior High School Students; Painting (Visual Arts); Photography; Public Schools; Sculpture; Sequential Learning; *Talent; Units of Study; Values; *Visual Arts

This course of study was developed for intermediate and junior high students in the Defiance (Ohio) public schools who are talented and gifted in the visual arts, providing for an in-depth and sequential development of skills and concepts. The program's philosophy stresses that, while the products of the arts are important, a need exists to emphasize the learning process as satisfying in and of itself. It focuses on sensitizing the whole person to the arts and to developing the imagination. Options in meeting the needs of gifted students in visual arts include accelerated educational experiences in cluster groups within regular classrooms or in enriched classrooms serving gifted children. A scope and sequence chart for grades 5 through 8 lists program and subject objectives for several components of a visual arts course of study, covering drawing, graphic design, painting, photography, printmaking, and sculpture. Within each component, objectives focus on enabling students to: (1) become aware of ways society expresses values and beliefs in art and responds to art; (2) develop their abilities to respond to works of art; (3) understand how artists express themselves; and (4) understand how art critics and historians respond to art. Methods of evaluating student progress are noted. (JDD)

ED 364 022 EC 302 592

Landdeck-Sisco, Jeanne

Washington, DC.
PUB DATE- 89
NOTE- 44p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *Disabilities; Educational Practices; Elementary School Students; Elementary Secondary Education; Learning Experience; *Mainstreaming; Normalization (Handicapped); Peer Acceptance; Peer Relationship; *Personal Narratives; Secondary School Students; *Social Integration; Student Experience
IDENTIFIERS- *Diversity (Student)

This monograph presents a collection of experiences and insights about building inclusive school communities in which all members, adults and children, learn and grow together. The monograph addresses the challenging and hopeful venture of welcoming all children into their neighborhood schools, regardless of their abilities and interests. The more than 60 brief anecdotes reflect how children of today are being afforded opportunities to accept, value, and appreciate diversity and to see similarities in all people. The experiences describe successful instances in the inclusion process and provide examples of effective educational practices. (JDD)

ED 364 040 EC 302 610

Montie, Jo; And Others
Inclusion Practice Priorities Instrument.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 92
NOTE- 25p.; Printed on paper of varied colors.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Disabilities; Educational Environment; Educational Improvement; *Educational Practices; Educational Quality; Elementary Secondary Education; *Mainstreaming; Normalization (Handicapped); *Program Evaluation; Self Evaluation (Groups); *Social Integration; Teamwork

This instrument was developed to assist individuals or teams to review best practice indicators regarding the development of inclusive school communities and to establish priority targets for improvement. The instrument covers three areas: (1) school community issues, (2) team issues, and (3) classroom issues. For each area, there is a review sheet which gives examples of what "best practice" looks like and what it does not look like. Sample best practices include: the student uses the same restroom as same age peers, with the same level of privacy made available; the core team has implemented a workable method of ongoing communication to keep all team members communicating and aware of updates; and the student is assigned school jobs/responsibilities at the same frequency as classmates. Accompanying each review sheet is a worksheet which is used to structure a discussion of the best practice indicators. For each indicator, individuals are asked to consider whether they agree or disagree with the identification of that item as a best practice, determine the degree to which that practice is currently happening in the school community, and decide the level of priority to be given to improving upon that practice. For best practices identified as top priorities for improvement, action plan sheets are provided. (JDD) views of the cultured person. Hypothesis Two proposes that more recent developments are instrumentally driven. The situation in New Zealand is then described and discussed. This section includes the views of language teachers and secondary school principals based on two surveys carried out in 1991. This is followed by a brief overview of languages in schools in Victoria, and a discussion that compares the two situations. The New Zealand evidence supports Hypothesis One, but shows that factors other than jobs or other instrumental reasons are very important in contemporary programs. This paper concludes with a preliminary sketch of a model to explain these programs and some ideas for future research. (Contains 33 references.) (Author/JL)

ED 364 062 FL 021 368

Clyne, Michael; And Others
Models and Sociolinguistic Factors in Some Victorian Second Language Programs: a Progress Report.
PUB DATE- 92
NOTE- 20p.; For serial publication in which this article appears, see FL 021 365.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Chinese; Elementary Secondary Education; Foreign Countries; German; Grammar; Greek; Italian; Models; *Program Design; *Second Language Programs; *Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- Australia (Victoria); Content Area Teaching

This paper reports on a project examining the relationship between program model, sociolinguistic factors, and linguistic outcomes in a small sample of school languages other than English (LOTE) programs in Victoria. The languages are Chinese, German, Greek and Italian. Issues under consideration include: content-based versus language-object programs, the groupings in classes of children with and without a home background in the language, the significance of the ethnolinguistic composition of the district and primary-secondary continuity. The need for grammaticalization and realistic expectations is discussed. (Contains 10 references.) (Author/JL)

ED 364 063 FL 021 378

Des Brisay, Margaret; And Others
Opportunities for Input as Variables in the Trait Structure of Second Language Data Sets.
PUB DATE- Aug 93
NOTE- 24p.; Paper presented at the Annual Language Testing Research Colloquium (15th, Cambridge, England, and Arnhem, The Netherlands, August 2-8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cloze Procedure; Comparative Analysis; *English (Second Language); Factor Analysis; Foreign Countries; French; Higher Education; Item Analysis; *Item Response Theory; *Language Role; *Language Tests; Native Speakers; *Second Languages; Statistical Analysis; *Student Experience; Test Items

This study investigated the appropriateness of Item Response Theory (IRT) models to analyze language test data. In a university second language institute, results of typical

IDENTIFIERS- Afghanistan
This glossary is part of a set of materials that have been developed to teach oral and written Afghan Pashto to English speakers. In addition to the glossary, the set consists of a beginning textbook, an intermediate textbook, a reader, a conversation manual and a set of taped lessons that correlate with the textbooks. The materials are designed to bring an English-speaking student to a 2 or 3 on the Interagency Language Roundtable proficiency scale, or an Advanced on the American Council on the Teaching of Foreign Languages proficiency scale. The glossary contains, in dictionary form, all the words taught in the materials--about 5,000 entries. Each entry includes a word or phrase in Pashto spelling, a transcription of the pronunciation, English equivalents or explanations, and grammatical information. An overview and brief description of each component of the Pashto Materials is included. (AB/Author)

ED 364 084   FL 021 632

Tegey, Habibullah; Robson, Barbara
Pashto Conversation Manual and Pashto Conversation Tapescript.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 233p.; For related documents, see ED 286 343-350 and FL 021 631-634. For information on obtaining the tapes, contact the Center for the Advancement of Language Learning (703) 312-5040 or the Center For Applied Linguistics (202) 429-9292.
LANGUAGE- Pashto; English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cues; Dialects; Foreign Countries; Instructional Materials; *Listening Comprehension; *Oral Language; *Pashto; Pronunciation; *Second Language Instruction; Tape Recordings; Teaching Guides; Uncommonly Taught Languages
IDENTIFIERS- Afghanistan
This conversation manual and tapescript are part of a set of materials that have been developed to teach oral and written Afghan Pashto to English speakers. In addition to the conversation manual and tapescript, the set consists of a beginning textbook, an intermediate textbook, a reader, and a set of taped lessons that correlate with the textbooks. The materials are designed to bring an English-speaking student to a 2 or 3 on the Interagency Language Roundtable proficiency scale, or an Advanced on the American Council on the Teaching of Foreign Languages proficiency scale. Pashto Conversation Manual contains 14 lessons that correspond to 2 units of the beginning or intermediate Pashto textbook/workbook. The lessons provide additional speaking and listening practice on the material contained in the units, as well as exposure to different dialects. The tapescript contains the oral prompts for the exercises in the manual. An overview and brief description of each component of the Pashto materials is included. (Author/AB)

ED 364 085   FL 021 633

Tegey, Habibullah; Robson, Barbara
Beginning Pashto Textbook Revised Edition and Beginning Pashto Workbook Revised Edition.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.

of classifiers, derivational morphology, inflectional morphology, and morphological modification of nouns and the predicate); and sign language as discourse using space for its structure. A 60-item bibliography is included, and appended materials include illustrations of American Sign Language (ASL) handshapes and transcription symbols, an alternative system for describing the formational properties of ASL, illustrations of minimal contrasts in ASL, a feature system for describing handshape, illustrations of derivational and inflectional ASL morphology, and ASL recursive devices. (MSE)

ED 364 104 FL 021 682

Cai, Guanjun
Beyond "Bad Writing": Teaching English Composition to Chinese ESL Students.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Chinese; College Students; *Cultural Context; *Cultural Influences; Discourse Analysis; *English (Second Language); Foreign Countries; Higher Education; Second Language Instruction; *Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- *Chinese People

A discussion of English-as-a-Second-Language (ESL) writing instruction focuses on cultural factors that influence Chinese students' composition and that may be misconstrued as poor writing techniques. It is argued that the different rhetorical conventions that ESL students incorporate into their English writing are based in the deeper and broader social, political, and ideological beliefs and values of their native culture, and that in evaluating this writing, teachers must look at these underlying factors. A review of the history of Chinese literature and analysis of centuries-old essays whose prescribed structure has influenced writing illustrate the source of certain discourse conventions. These and other organizational patterns commonly found in Chinese students' compositions are contrasted with English discourse structure. Among these are a four-part organizational pattern construed as longwindedness, patterns for paragraph organization, avoidance of self-expression, and preference for an indirect approach to a given topic. The primary implications for classroom ESL composition instruction are that: discourse strategies in English must be taught, not assumed; and Chinese students should be taught English discursive and sociocultural ideologies through writing and evaluation. Sample Chinese essays and a brief bibliography are appended. (MSE)

ED 364 105 FL 021 683

Lucas, Tamara
Applying Elements of Effective Secondary Schooling for Language Minority Students: A Tool for Reflection and Stimulus to Change. NCBE Program Information Guide Series, 14.
SPONS. AGENCY- Office of Bilingual Education and Minority

electives: business writing for non-native speakers of English, telephone skills, and basic English skills for native speakers. Classes served a total of 57 employees. Program background, design, goals, and achievement are discussed. It is concluded that students enrolled in the program made significant progress. The business plans to pursue employee education by continuing a program of workplace literacy courses and offering tuition assistance to employees attending the college. Appended materials include the texts of final reports from the counselor, evaluation team, and training manager, lists of skills to be covered, and a sample final exam at the advanced level. Additional attachments include a working calendar of the program, supervisor evaluation form, graduation and dinner program, program newsletter, and the script of a commercial for the business. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 364 124   FL 800 701

Building Facilities/Custodial Services English as a Second Language Workplace Literacy Curriculum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 18p.; For a related document, see FL 800 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Guides; *Custodian Training; *English (Second Language); *Job Skills; Lesson Plans; *Literacy Education; Needs Assessment; Records (Forms)
IDENTIFIERS- *Workplace Literacy

The Workplace Literacy Curriculum for Custodial Services was developed for English-as-a-Second-Language classes for workers in participating businesses in Arlington County, Virginia, through a national workplace literacy grant with the cooperation of the Arlington County Chamber of Commerce. It is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted, and existing resources were reviewed to determine the language and basic skills needed to perform job duties. Twelve curricular units were developed. It is possible to cover six to eight units within a 60-hour class. It is recommended that each class begin with Personal Identification and Work Schedule units, which provide a review of basic literacy skills: reading, writing, and numeracy. This document includes guides for lesson planning, evaluation, and task needs assessment. Additional information covers the following tasks: personal identification; read work schedule; maintain positive relations/make small talk; request/provide supplies; follow instruction/describe job tasks; report work progress; performance evaluation; report absence/lateness; describe locations/give directions; report and prevent accidents/respond to emergencies; report problems such as repair needs; and read paychecks/timecards. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 364 125   FL 800 702

National Evaluation of Adult Education Programs. Profiles of Client Characteristics. Second Interim Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 93

This volume, the first of three on sponsored research administration, focuses on pre-award activities such as research development, proposal development, budget development, review and submission of proposals, negotiation and award, and compliance issues. Research administration, or sponsored project administration, is work that supports the research activities of faculty at institutions of higher education. An introduction reviews the role of the research administrator, organization and reporting levels of research offices, types of sponsors, and types of support. The bulk of the volume explores in detail nine key pre-award activities: (1) creation of a sponsored project administration library; (2) faculty interest profiles; (3) assistance with identification and conceptualization of projects and identification of potential sources of support; (4) help with preparation of the proposal or pre-proposal; (5) help with preparation of the budget; (6) review and submission of proposals; (7) completion of representations and certifications; (8) compliance issues; and (9) negotiation and award. Several sections contain sample forms, checklists, and worksheets. Includes an index. (JB)

ED 364 144 HE 026 941

An American Imperative: Higher Expectations for Higher Education. An Open Letter to Those Concerned about the American Future. Report of the Wingspread Group on Higher Education.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Pew Charitable Trusts, Philadelphia, PA.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- 93
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- College Role; College Students; Democratic Values; *Educational Change; Educational Needs; *Futures (of Society); General Education; *Higher Education; *Institutional Role; School Community Relationship; Student Needs; Undergraduate Study

Based on conclusions of a 1993 meeting of national leaders in higher education (the Wingspread Group on Higher Education), this book charges that higher education is not meeting society's needs and suggests fundamental areas for attention. It sees demographic, economic and technical changes as increasing the importance of good higher education for most Americans. However, a crisis of values, a higher education system that "weeds" out students, trivialized undergraduate education, and growing public concern all signal crises in higher education. The book argues that the United States must educate more people and must educate them better. This task demands new ways of thinking that include consideration of three fundamental issues. First, higher education must take American democratic values seriously as democratic society must have a common ground. Second, the rigors of a liberal education can sustain these values and institutions must focus more on what students learn and achieve by putting students at the heart of the educational enterprise. Finally, higher education must help to create a nation of learners by being engaged more thoroughly in all of the education enterprise. Extensive appendixes include a self-assessment checklist for institutions, a list of members of the Wingspread group, the Secretary's Commission on Achieving Necessary Skills agenda, and over 100 references. About half the book consists of 32 establishment of five regional consortia to address sexual assault and substance abuse on campus, and rape trauma syndrome training sessions. This section recommends that campus mandatory and optional programming efforts about relationships and sexual violence be increased on campuses. Part II describes assisting institutions to develop and implement programs for students on sexual assault. This section recommends that colleges monitor requests for assault-related counseling and be sensitive to needs of disabled and diverse students. Part III discusses coordination with the State Department of Education to address sexual violence in the curriculum and recommends that all public school personnel be trained about sexual assault through in-service training. Part IV reports on encouraging training and information-sharing among institutions and recommends training for campus judicial boards, regional consortia continuing to meet, and repetition of rape trauma workshops. Appended are the resolution calling for the report and a sample newsletter. (JB)

ED 364 163 HE 026 961

The Governor's Commission on Intercollegiate Athletics Report.
PUB DATE- Feb 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Athletes; Athletic Coaches; Athletics; *College Athletics; College Students; Educational Finance; Equal Education; Equal Facilities; Equal Opportunities (Jobs); Ethics; Governance; Higher Education; High Schools; High School Students; *Intercollegiate Cooperation; *Sex Bias; Womens Athletics
IDENTIFIERS- Knight Report on Intercollegiate Athletics; *Virginia

This document presents the summary report of the Virginia Governor's Commission on Intercollegiate Athletics formed in response to the Knight Commission Report on intercollegiate athletics. The Governor's Commission, divided into three subcommittees, developed and revised draft recommendations, held public hearings to gather responses to the draft recommendations, and ratified a final version. The subcommittee on academics and finance addressed governance, authority, responsibility, accountability, and issues of finance and academics. The subcommittee on gender equity treated access to athletic opportunities, middle and secondary schools, employment opportunities and salary disparities, and assessment and enforcement. The subcommittee on interscholastic athletics addressed academic, recruiting, eligibility issues; organizational, fiscal and ethical issues and miscellaneous other issues. The subcommittees all shared four basic tenets: (1) the student-athlete is a student first; (2) the student's well-being is paramount; (3) all must have equal opportunities for athletic participation regardless of race or gender; and (4) college presidents and school principals have authority over athletics programs. Appendices list responsibilities and reporting requirements, committee structure, commission and subcommittee meetings, and acknowledgements. (JB)

ED 364 164 HE 026 962

Dujari, Anuradha
Vocabulary Comprehension of Evaluation Form: Its Influence on Student Rating of Faculty.

ED 363 702 CE 064 904

Imel, Susan
The New Dislocated Worker. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Annotated Bibliographies; Career Education; *Dislocated Workers; Educational Needs; *Employment Patterns; Job Search Methods; *Managerial Occupations; *Role of Education; Vocational Education; *White Collar Occupations

In the past, worker displacement resulting from structural changes in the economy remained confined to industrial occupations such as manufacturing. The recent trends toward corporate restructuring, global competition, and military downsizing have created new groups of dislocated workers, including upper and middle management and military personnel. Among the trends associated with white-collar worker displacement are the following: emergence of entrepreneurship as an alternative to corporate work, emergence of support groups to assist with job search, reexamination of traditional job search strategies, manifestation of differences in the ways males and females cope with job loss, disproportionate unemployment among older workers, and reassessment of careers. Adult, career, and vocational educators can respond to worker displacement in a number of ways, including the following: providing entrepreneurship training and ongoing support for individuals starting small businesses, offering classes in job-search strategies, and providing career counseling services to help individuals prepare for careers that may include involuntary job loss. (This trend and issues summary includes an annotated bibliography of 18 print resources and 7 resource organizations that can be consulted for additional information about the new displaced workers.) (MN)

ED 363 703 CE 064 905

Franklin, Clyde W., II; Fear-Fenn, Marcia B.
Male Issues in Vocational Education. Monograph. Volume 8, Number 2.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Opportunities; *Equal Education; *Males; Nontraditional Occupations; Secondary Education; Self Concept; Self Esteem; *Sex Differences; *Sex Fairness; Sex Role; *Vocational Education

This monograph examines issues related specifically to male gender roles; males' self-esteem; and males' participation in the learning environment, nontraditional work, and vocational education. The social and emotional difficulties experienced by males because of society's limited definition of masculinity and strict thinking regarding the male gender role are discussed. Examined next are implications of the historically individual experience. The timing and patterning of questions and feedback to student responses also influenced classroom interaction. In addition, the questions the teacher asked in this study unwittingly constrained discussion. Contains 108 references. Appendixes contain a descriptive report of the study and examples of written passages guiding the discussion. (YLB)

ED 363 719 CE 064 942

Burkett, Linda
Mountain Empire Community College Workplace Literacy Program. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Nov 93
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Communication Skills; *Computer Literacy; Employer Employee Relationship; Job Skills; Literacy Education; *Organizational Effectiveness; *Program Effectiveness; Program Evaluation; School Business Relationship; Team Training; *Teamwork
IDENTIFIERS- *Workplace Literacy

An evaluation of the Mountain Empire Community College workplace literacy program included interviews with representatives from three workplace partners who stated their support for skills training programs in workplace basics. Basic skills instruction was provided to 24 students from 33 industries. Students' basic skills progress and skills levels were monitored. Deficient workplace skills areas were identified, and training programs focusing on issues of organizational effectiveness and teamwork were custom designed to meet the specific training needs. A total of 117 employees participated in job-specific and communication skills classes, 275 in organizational effectiveness and teamwork skills training. On the whole, participants rated training programs as good to excellent. Although numbers fell short of projections, the training delivered was by all measures of above average quality. Business partners gave only positive feedback as to the meaningful contribution of the project and felt excellent communication lines had been established. (Appendixes to the 12-page report include the following: advisory board and interagency council meeting agendas and minutes; partners' agreement; questionnaire to assess training needs on basic skills; materials on the basic skills curriculum; instruments to identify training needs; syllabi for organizational effectiveness, teamwork, and computer skills courses; and evaluation surveys.) (YLB)

ED 363 720 CE 064 945

Peterson, Sharyl Bender
Applying to Graduate School.
PUB DATE- Mar 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Admission Criteria; Admissions Counseling; Career Counseling; *Career Education; *College Admission; *College

Application of the Adoption Change Model in a Voluntary Non-Profit Arts Organization.
PUB DATE- Oct 93
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Research on Nonprofits and Voluntary Associations (Toronto, Ontario, Canada, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Adult Education; *Change Agents; *Employer Employee Relationship; *Employment Practices; *Musicians; *Nonprofit Organizations; *Organizational Development; Voluntary Agencies

The staff of a nonprofit music support organization plagued with low morale initiated a process of change that the executive director, with the help of a consultant/adult educator, agreed to continue. The change process included seven phases: discovery of need, the helping relationship defined, the change problem identified, goals established, change strategies practiced in a "reality situation," change stabilized and institutionalized, and the end of the relationship with the change agent. Evaluation of the change process showed that the number of employees who thought that "communication from management is frank and honest" had improved by 30 percent; there was a 30 percent increase in the number of employees who understood the procedures and rules of the organization and many other positive changes. The model of change that was created is still being used by the organization and the organization hopes to spread it to other arts groups. (Contains 30 references.) (KC)

ED 363 739 CE 064 978

Nash, Andy; Uvin, Johan
Workplace Education Mini Course Pilot Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 93
NOTE- 45p.; For related documents, see CE 064 979-988.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Literacy; Educational Needs; *Inservice Teacher Education; *Labor Force Development; *Literacy Education; *Minicourses; Pilot Projects; *Program Implementation; Workshops
IDENTIFIERS- *Massachusetts; *Workplace Literacy

A minicourse pilot project was designed by the Massachusetts Department of Education to meet the staff training and development needs of workplace educators in the National Workplace Literacy Program. During the course, various activities and group configurations were used to help teachers apply modeled approaches to their own teaching contexts, and hands-on activities gave participants opportunities to experience the various roles they will play as workplace educators. The workshop was presented in six sessions, most lasting about 3 hours. Topics covered included the following: (1) laying the groundwork; (2) program design; (3) curriculum development; (4) assessment and evaluation; (5) materials development; and (6) wrap-up and next steps. Teachers involved in the pilot project appreciated the course as a forum for sharing issues, concerns, and advice. Many participants strategies to overcome barriers to women entering nontraditional work settings. The statistics section notes that only about 7 percent of all working women were employed in nontraditional occupations in 1992 and that between 1988 and 1992 the number of women in nontraditional jobs remained relatively unchanged at 3 percent of the total number of employed workers. It also says that women working in nontraditional jobs typically earn 20-30 percent more than women in traditional occupations, but that women earn less than men in the same occupations. The section on public policy summarizes the major provisions of the following acts: Job Training Partnership Act, the Carl Perkins Vocational Education Act, the Nontraditional Employment for Women Act, the Women in Apprenticeship Occupations and Nontraditional Occupations Act, the National Affordable Housing Reauthorization Act of 1992, and the Intermodal Surface Transportation Efficiency Act of 1991, along with various civil rights acts. The barriers to nontraditional work are listed in the context of social/cultural, education and training, on-the-job, and sexual harassment issues. Finally, strategies to overcome these barriers are suggested in the form of institutional change and individual support. Six print resources from Wider Opportunities for Women and three organizational resources are listed. (KC)

ED 363 759 CE 065 030

Strategies for Working with Employers and Union Reps. How To Respond to Common Reasons for Not Hiring Women in NTOs.
PUB DATE- 93
NOTE- 5p.; Prepared by the Nontraditional Employment Training Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitude Change; Change Strategies; *Employer Attitudes; *Employment Practices; Federal Legislation; *Females; *Nontraditional Occupations; Postsecondary Education; Sex Bias; *Sex Discrimination; Sex Fairness; *Unions

This paper provides tips for approaching employers and labor union representatives on the issue of hiring more women in nontraditional occupations, suggesting ways to respond to common excuses for not hiring women in such occupations. The paper first lists general strategies for developing a good working relationship with employers and union representatives, then outlines ways to respond to objections to hiring women. The following issues are addressed: women's supposed lack of interest, women's competence and qualifications, protective claims, reasons extraneous to job performance, and other frequent excuses. (KC)

ED 363 760 CE 065 031

Nontraditional Occupations (NTO) for Women Bibliography.
PUB DATE- 93
NOTE- 23p.; Prepared by the Nontraditional Employment Training Project. For related documents, see CE 065 028 and CE 065 032.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Attitude Change; *Attitudes; Change Strategies; Citations (References); Employer Attitudes; *Employment Practices; Federal Legislation; *Females; *Nontraditional Occupations; Postsecondary Education; *Resources; Sex Bias;

IDENTIFIERS- *Case Management; Job Training Partnership Act 1982

This guide provides line practitioners, managers, and policy makers with an orientation to the essentials of "client-centered" case management serving young people who require assistance from a variety of service institutions. It focuses on implementation of case management within the context of the federal Job Training Partnership Act (JTPA) and its amendments of 1992. The guide's 25 chapters are designed to help the reader do the following: define case management; analyze attitudes and behaviors that contribute to a relationship of trust and cooperation between a case manager and a young person; describe factors that must be present for a young person to be motivated to pursue his/her goals; define and handle assessment; assist young people in goal setting; help a youth solve a difficult problem; develop a service strategy; implement an individual service strategy; follow up on clients; facilitate client independence; understand the importance of formal, interinstitutional case management systems; understand the process of interagency partnership development; develop cross-institutional case management system; cope with large caseloads; define an "umbrella" outcome; meld the client outcome sought with a system vision; identify ways to involve the right individuals on the leaders' planning group; orient new players; identify interagency case management models; develop components of the new system; govern a case management system; formulate effective interagency agreements; learn the case manager's role in facilitating improvements of a community's human service system; describe case manager's skills; and evaluate case management. (YLB)

ED 363 779　　　　CE 065 090

Elias, John L.
Paulo Freire: Pedagogue of Liberation.
PUB DATE- 94
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Literacy; *Consciousness Raising; Critical Thinking; Developing Nations; *Educational Philosophy; *Educational Theories; *Literacy Education; *Teaching Methods
IDENTIFIERS- *Freire (Paulo)

This book is an analytic and critical treatment of Paulo Freire's philosophy. Its two central theses are that Freire's thought is best understood as that of an educational practitioner and theorist and that the most fruitful interpretation of Freire comes from understanding him as a Catholic thinker. Chapter 1 situates Freire's lifelong work in Latin America and Africa. Chapter 2 presents a brief description of his now famous method of conscientization, the theoretical and practical center of his work. Chapter 3 explores the eclecticism of Freire's writings. Freire's philosophy of persons, society, knowledge, and political change are seen as closely related to his educational interests in the discussions presented in Chapters 4-7. Chapters 8 and 9 highlight his educational theories; the first details his criticisms of banking education (the view that knowledge is "deposited" in the minds of students by teachers); the other presents the constructive elements of his educational theory. The final chapter makes the case that Freire's work can rightly be considered as an integral part of the theology of liberation that prevails in many less developed nations. Appendixes include 65 references and indexes of names coordination of literacy services, enhance the capacity of state and local organizations to provide literacy services, and serve as a link between the National Institute for Literacy (NIL) and service providers. Information and/or statistics on various aspects of literacy can be obtained from the following: Institute for the Study of Adult Literacy; National Center for Family Literacy; Division of Adult Education & Literacy Clearinghouse, U.S. Department of Education; Center for Literacy Studies; Literacy Volunteers of America; NIL; Contact Center Inc.; and National Center on Adult Literacy. (Contains 12 references.) (YLB)

ED 363 797 CE 065 124

Lankard, Bettina A.
Part-Time Faculty in Adult and Vocational Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Educational Needs; *Needs Assessment; *Part Time Faculty; *Professional Development; Teacher Evaluation; *Teacher Improvement; Teacher Orientation; *Vocational Education
IDENTIFIERS- ERIC Digests

Part-time instructors have been increasingly in demand in adult and vocational education. The two greatest benefits an educational program realizes by employing part-time instructors are cost savings and staff flexibility. Part-time employment offers certain benefits to instructors. Particularly drawn to such teaching commitments are semiretired professionals, individuals enrolled in full-time degree programs, and people who wish to augment their income by holding a second job. Lower salaries, lack of health insurance and other benefits, and lack of negotiation power regarding raises and promotions are among the frustrating aspects of part-time employment. Because they are employed primarily for their professional competence rather than their pedagogical training, many part-time instructors lack the teaching skills and teaching experience required in the classroom. Despite the importance of professional development, few institutions offer such activities to their part-time instructors. Four broad categories of training needs are introduction to the educational setting, development of basic skills needed by part-time adult educators, refresher courses for experienced workers, and specialized courses such as counseling, assertiveness, and computers. The instructional quality of part-time faculty can be improved through orientation, education and training, evaluation, and administrative support. (Contains 13 references.) (YLB)

ED 363 798 CE 065 125

Lankard, Bettina A.
Parents and the School-to-Work Transition of Special Needs Youth. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Child Neglect; *Evaluation Methods; Research and Development; *Research Methodology; *Sexual Abuse; *Tests; *Test Use

This study was conducted to examine the extent to which instruments that meet minimal psychometric standards have been used in child abuse research. Data were obtained by analysis of all 714 papers on child abuse and neglect published in "Child Abuse and Neglect" (1979-1989), "Journal of Interpersonal Violence" (1986-1989), "Journal of Family Violence" (1986-1989) and "Violence and Victims" (1986-1989). The instruments were classified into four categories: (1) maltreatment; (2) effects of maltreatment; (3) risk factors/causes of maltreatment; and (4) other. The 714 articles used 83 different instruments, 24 of which were used in two of more studies. However, 81% of the articles used no instrument (as defined in the study). The least frequently measured phenomenon in the 137 articles that used measures was abuse itself; only 14% of instruments used measured the presence or severity of maltreatment. Forty-one percent of the instruments identified risk factors or causes of maltreatment, 38% were measures of hypothesized effects of abuse, and 7% were measures of the effects of a sexual abuse prevention program. There was one measure of social desirability response tendency. These results suggest that research on child abuse has made minimal use of multi-indicator measures with known reliability and validity. (The discussion section focuses on possible reasons for this and suggestions for remedial steps. A list of the 83 instruments is appended.) (NB)

ED 363 817   CG 026 000

School Shopping Tips.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Choice; *College Choice; Decision Making; Higher Education; High School Graduates; High Schools; *Student Financial Aid

This booklet was written to help students and other young people decide on a job or career, find the training they need to pursue that career, and get the financial aid they may need to attend school. The first suggestion in the booklet is that individuals who do not have a high school diploma either finish high school or get a General Education Development (GED) diploma. Suggestions are given for how to choose a job or career. A list of questions to ask before starting to look for a school are posed. Readers are then encouraged to send for school catalogs and compare several schools. A school shopping list of questions is provided to be used as a guide when one goes school shopping. Other questions are suggested that may help the potential applicant determine whether the school is a good one. Suggestions are made for how to check out the school's reputation in the community and in the state by checking with the Chamber of Commerce, Better Business Bureau, local employers, and recent graduates, and by contacting the State Department of Education and the consumer protection division of the State Attorney General's office. The next section focuses on financial aid and how to find it. The three believed the AIDS virus could be transmitted through casual contact, only a minority said they would sit next to a student with AIDS in the school lunchroom. Most students reported obtaining information about AIDS from television or radio, school, newspapers, books, or magazines. Two out of five sexually active high school seniors said they never or rarely used a condom. One-half of the students reported not changing behaviors because of AIDS, primarily because they believed they were not at risk; 13% reported not changing their behavior even though they knew their behavior put them at risk. Twenty-five percent of 9th graders and 10% of 12th graders reported deciding to postpone sexual activity due to the risk of AIDS. (NB)

ED 363 837   CG 026 020

Reflections of Social Change. Minnesota Student Survey 1989-1992.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Sep 92
NOTE- 51p.; For a related document, see CG 026 019.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; *Attitude Change; *Behavior Change; Drug Use; Elementary School Students; Elementary Secondary Education; Family Structure; Grade 6; Grade 9; Grade 12; Secondary School Students; Sexuality; *Social Change; *Student Attitudes; *Student Behavior; Trend Analysis

The Minnesota Student Survey was first administered in 1989 to students in grades 6, 9, and 12, when approximately 90,000 students completed the survey. The survey was administered to approximately 131,000 students in 1992. A comparison of the two administrations revealed that the adolescent student population had changed little between 1989 and 1992 as reflected by the demographics and family structure reported by students. Alcohol use appeared to have declined between 1989 and 1992 for all students regardless of age. The greatest change was seen in the increase in students who reported that they had never used alcohol. Marijuana and cocaine use also appeared to decline during the 3-year interval. Tobacco use, in contrast, showed little change between 1989 and 1992. Decreases in alcohol and drug use appeared to hold for both infrequent and frequent use. Fewer adolescents reported initiating alcohol or drug use at young ages, fewer students reported drinking to intoxication, and fewer students reported drinking and driving or riding with drinking friends. Acceptance of drinking and drug use seemed to be waning among adolescents. Antisocial behaviors (vandalism, physical fighting, shoplifting) were unchanged over the 3-year period, as were rates of family violence. Serious emotional distress and low self-esteem showed slight increases, as did sexual abuse. Suicide attempts showed slight decline among younger students between 1989 and 1992. (Other findings are reported in both text and graph form; recommendations are included.) (NB)

ED 363 838   CG 026 021

School District and Interagency Collaborative Services for Students At Risk in Utah: A Report of On-Site Visits.
PUB DATE- Oct 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

7; *Independent Reading; Junior High Schools; Junior High School Students; Literary Genres; Middle Schools; Questionnaires; Reading Habits; *Reading Interests; *Reading Material Selection; Reading Research; *Student Interests; Student Reaction

IDENTIFIERS- Cobb County Public Schools GA; Middle School Students; Student Surveys

A study determined the relationship, if any, between students' learning styles and the types of books they choose to read independently, as well as the amount of time they spend reading independently. Study participants were 72 seventh-grade students attending a middle school in Cobb County, Georgia, who had scored 70 or above in any of the four learning styles on the Hanson Silver Learning Preference Inventory. Student responses were collected and tabulated according to learning style. Results from a questionnaire show that mastery books were chosen as the favorite type of book to read by 47.2% of the students in the sensing-feeling learning style. Nearly 54% of the intuitive-feelers chose fantasy, and 50% of the intuitive-thinkers chose humor as their favorite type of book to read independently. Based on these results, it appears that the type of book that students chose to read independently was not related to their learning style. In addition, the students' learning style was not found to be related to the amount of time they spent reading independently. (Eight tables of data are included; 27 references and the survey questionnaire are attached.) (Author/RS)

ED 363 858 CS 011 457

Ridout, Susan Ramp

How To Help Your Child Become a Better Reader: Outline for a Series of Parenting Workshops.

PUB DATE- 93

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Education; Parent Education; Parent Role; Parent Student Relationship; *Parent Workshops; Questioning Techniques; *Reading Comprehension; *Reading Improvement; Television Viewing; *Word Recognition

This paper presents an outline for a three-part workshop for parents who want to help their children become better readers. The paper provides lists of materials, the overheads, and the handouts for each of the three parts of the workshop. The parts of the workshop described in the paper discuss: (1) word recognition and questioning strategies; (2) strategies any parent can use to promote comprehension, including the use of television and the SQ3R method; and (3) specific ideas to help children with reading. A list of home reading activities, a list of brochures available from the International Reading Association, two poems, and correspondence relating to the workshop sessions are attached. (RS)

ED 363 859 CS 011 458

Schotanus, Helen; And Others

Reading Recovery Pilot Project (Laws 1989: 301): Report of Results and Effectiveness.

PUB DATE- Aug 91

ED 363 877 CS 214 098

Whaley, Liz; Dodge, Liz
Weaving in the Women: Transforming the High School English Curriculum.
PUB DATE- 93
NOTE- 314p.; Foreword by Peggy McIntosh.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Authors; *English Curriculum; English Instruction; *English Literature; *Females; *High Schools; Literary Criticism; Literature Appreciation; Multicultural Education; Novels; Student Evaluation; *United States Literature
IDENTIFIERS- Feminist Scholarship; Literary Canon

Suggesting that many works by and about women are available, accessible, and necessary to balance the high school English curriculum, this book offers diverse selections from women writers and introduces practical ideas on how to integrate them into the curriculum. Multicultural and feminist, the book is intended for teachers already engaged in designing an inclusive high school English program and for people studying to be English teachers. Chapters in the book are: (1) Why Study Women?; (2) Modifying Pedagogy; (3) Grades 9 and 10; (4) American Literature: Seventeenth and Eighteenth Centuries; (5) American Literature: Nineteenth Century; (6) American Literature: Early Twentieth Century; (7) Contemporary American Literature; (8) English Literature: 700 to 1850; (9) English Literature: 1850 to the Present; (10) Teaching Novels; (11) A Women's Literature Course; and (12) Evaluation. Each chapter ends with annotated lists of further reading for students and resource books for teachers. An epilogue ("What's Gained? What's Lost?"), an annotated list of 87 anthologies and resource books, and a list of 124 novels for pleasure reading are attached. (RS)

ED 363 878 CS 214 099

DuCharme, Catherine C.
The Role of Drawing in the Writing Processes of Primary Grade Children.
PUB DATE- Mar 91
NOTE- 66p.; Paper presented at the Annual Spring Conference of the National Conference of Teachers of English (Indianapolis, IN, March 14-16, 1991).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Environment; Elementary School Students; *Freehand Drawing; Primary Education; Qualitative Research; *Writing Processes; Writing Research; Young Children
IDENTIFIERS- *Childrens Writing; Emergent Literacy

A qualitative study examined the role drawing plays in the writing processes of young children (ages five to nine), and how the role changes with the individual's growth as a writer. Sixty-seven children enrolled in a multiage classroom (K-3) were systematically observed to identify and describe various drawing functions in their writing processes. Eight case study

*Organizational Communication; Research Needs
IDENTIFIERS- Organizational Culture

This paper examines some of the various findings contained in the current literature on humor in the workplace. In recent years, the communicative role of humor in the workplace has received attention--particularly in management-related publications. Consequently, the paper explores the emergence of humor as a management tool and the advantages and disadvantages of humor in work settings. Finally, specific applications of humor in the organizational setting are identified and directions for future research addressed (for example, the need for research on the "fine line" between humor and harassment in the workplace and longitudinal studies on how humor affects productivity and turnover rate of workers). Contains 25 references. (Author/RS)

ED 363 899 CS 508 380

Vartabedian, Robert A.
Recruitment and Retention of Graduate Faculty in the Non-Doctoral Graduate Program.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Doctoral Programs; Faculty Promotion; *Faculty Recruitment; Graduate School Faculty; Higher Education; *Labor Turnover; *Masters Programs; Research Universities; Speech Communication
IDENTIFIERS- Faculty Attitudes

Testimony from a former head of a communication and theatre department attests to the difficulty in recruiting new faculty with graduate faculty credentials for a department without a doctoral program. Typically, the so-called "stars" of an academic discipline gravitate to large universities and their doctoral programs. Therefore, those involved in recruitment and retention of graduate faculty in non-doctoral programs need to address various problems confronted by those programs (including funding, release time, and research) and suggest solutions to those problems. The biggest advantage of non-doctoral programs may be that the expectations of quantity (and sometimes quality) of research productivity are at a different level than those for doctoral programs. Successful retention may come down to the ability of deans and department chairs to be trustworthy champions of monitoring, mentoring, and money. (RS)

ED 363 900 CS 508 381

Dobbs, Linda Kay
An Examination of the Validity of Computer and Non-Computer Person Stereotypes.
PUB DATE- May 93
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Educational Assessment; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Models; Organizational Change; School Effectiveness; *School Restructuring

This guidebook is designed to serve as a resource and road map for restructuring schools, focusing on the development of a systematic process to implement and manage change. Chapter 1 defines restructuring as the reform of school-organizational relationships and processes to increase student learning and performance, with a focus on the following eight elements: (1) the quality of learning experience and outcomes; (2) the professional role and performance of teachers; (3) collaborative leadership and management; (4) a redefined and integrated curriculum; (5) systematic planning and measurement of results; (6) multiple learning sites and school schedules; (7) coordination of community resources, human and fiscal; and (8) equity, fairness, and inclusion for all students. Chapter 2 expands on the above eight elements of restructuring, and chapter 3 describes the Learning Environments Consortium, a regional self-help network of schools that helps schools develop effective personalized instruction programs. The fourth chapter describes the Coalition of Essential Schools and Re:Learning program, and chapter 5 offers a framework for a restructured school. The final chapter presents four strategies for change, examines obstacles to change, and describes the eight steps of the Comprehensive Assessment of School Environments Information Management System (CASE-IMS) model. Two tables and one figure are included. Appendices contain a typology of school-improvement factors, the premises of outcome-based education (OBE), and a description of the A chieving Excellence program. (LMI)

ED 363 920 EA 025 357

Reform of Categorical Education Programs: Principles and Recommendations.
PUB DATE- Apr 93
NOTE- 96p.; Pages 17, 37, 45 and 54 present legibility problems.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Block Grants; *Categorical Aid; *Educational Finance; Elementary Secondary Education; Incentive Grants; Public Support; *Resource Allocation; *State Aid; *State Programs; State Standards
IDENTIFIERS- *California

Categorical education programs provide state funding to schools and local education agencies for the purchase of specific types of local services, such as transportation, subsidized meals, and supplemental instruction. California has at least 57 separate categorical programs. This document provides an overview of California's experience with categorical programs and offers recommendations for reform of such programs. Following the executive summary and introduction, chapter 1 defines categorical programs. Chapter 2 provides information on each of the existing categorical programs in K-12 education in California. The third chapter presents a brief history of categorical programs over the last 30 years. Problems with the existing system of categorical programs are identified in chapter 4. Chapter 5 outlines the principles for reform of the state's categorical programs, and the final chapter offers seven recommendations. These recommendations take two general educators' perspectives and other supplementary materials and a glossary of terms are included. (LMI)

ED 363 940   EA 025 415

Utah's Educational Reform Programs, 1991-93.
PUB DATE- 93
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Planning; *Educational Quality; Educational Technology; Elementary Secondary Education; Excellence in Education; Resource Allocation; School Based Management; *State Programs
IDENTIFIERS- *Utah

In November 1983, the Utah Education Reform Steering Committee issued the report "Education in Utah: A Call to Action." To meet Utah's double challenge of rapid growth and quality enhancement, the report stated that Utah needed to: (1) increase the allocation of financial resources to education; (2) demand reforms in many aspects of education; and (3) increase the productivity of each dollar committed to education. Highlighted in this publication are 11 reform programs that were developed to enhance educational quality in Utah. They include the following: the Career Ladder Program; the Early Intervention for Ensuring Student Success Program; the Experimental Developmental Competitive and Allocated Program; the Governor's Awards for Excellence; the National Diffusion Network (NDN) Program; the Site-Based Decision Making Pilot Program; the Star Schools "TEAMS" Program; the Strategic Planning Program; the Utah Center for Families in Education Program; the Utah Distance Learning and EDNET Expansion; and the Utah Public Education Foundation Incentives for Excellence Program. Individual sections describe the history, current status, and future directions of each of these reform programs. Also included are abstracts of reform projects funded under these 11 programs during 1991-93. (LMI)

ED 363 941   EA 025 416

Katz, Neil H.; Lawyer, John W.
Conflict Resolution: Building Bridges. The Practicing Administrator's Leadership Series. Roadmaps to Success.
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; *Conflict Resolution; Elementary Secondary Education; Group Dynamics; Leadership; *Organizational Communication; *Organizational Development

This book is the first of three volumes on conflict resolution for school administrators. The introduction provides a context for the discussion by outlining seven human systems levels at which conflict can occur and suggesting that the approach to dealing effectively with conflict varies with the level of the system involved. Chapter 1 explores the nature of conflict and its sources. Chapter 2 suggests a positive attitudinal stance

(LMI)

ED 363 962 EA 025 447

Johnson, Marlene
The Distribution of Leadership at Classroom Level: Snapshots from Three Classrooms at Hollibrook Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Educational Environment; Elementary Secondary Education; Instructional Effectiveness; *Organizational Climate; Program Implementation; Student Participation
IDENTIFIERS- Spring Branch School District TX

During the 1991-1992 school year, a case study of leadership was conducted at Hollibrook Elementary School (Spring Branch, Texas). Five themes were identified that reflected the schoolwide norms for interaction--collective strength, trust/responsibility/accountability, community of learning, risk taking, and self-fulfillment. This paper presents findings of a followup study that was conducted from 1992 to 1993. The study sought: (1) to determine in what ways these five themes were evident in the classrooms; and (2) to identify what the teachers, administrators, and students did to operationalize these themes in the classroom. Data were collected through observation of and interviews with four teachers (two pairs) involved in team teaching. Findings suggest that the five schoolwide themes were transmitted in the classroom through the classroom structure, words and actions, the curriculum, instruction, and assessment techniques. The transmission of these themes resulted in a classroom culture that closely reflected the school culture--an environment in which all students actively participated in curriculum, instruction, and assessment decisions. Findings suggest that school reform efforts resulted in the distribution of leadership roles among staff and faculty, which led to the distribution of leadership roles among students. Appendices contain two figures and the interview protocol. (LMI)

ED 363 963 EA 025 448

Krug, Samuel E.
Monitoring the "Health" of the School. Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; *Institutional Environment; *Institutional Mission; *Measurement Techniques; *Organizational Climate

This paper summarizes research on ways to measure a school's instructional climate. Four areas of inquiry revolve around accomplishment, recognition, power, and affiliation. Because a school's instructional climate has a significant impact on student learning, the study of instructional climate is

Planning (a group planning and support process to help an individual toward a better future); (4) the voucher system (in which families and individuals select among service options and are reimbursed with government money); (5) youth leadership (which fosters integrated friendships and develops leadership and self-determination skills); (6) People First (which uses a group format to teach self-advocacy skills); and (7) career vision (which focuses on identification of individual skills and goals and matching these with employment possibilities). Activities of the projects have included a survey of "best practices" in empowerment and self-advocacy, and establishment of contacts in each state with the developmental disabilities council, the university affiliated programs, and a major consumer/parent organization. (DB)

ED 363 984 EC 302 538

Nichols, Mary Jo
Educational Opportunities for Developmental Disabilities Service Providers. State Technical College Task Force Report and Executive Summary.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- 1 Feb 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Community Colleges; Competency Based Education; *Developmental Disabilities; Financial Support; *Inservice Education; Instructional Material Evaluation; Instructional Materials; *Needs Assessment; Personnel Needs; Postsecondary Education; *Professional Continuing Education; *Staff Development; *State Legislation; Vocational Schools
IDENTIFIERS- *Minnesota

This report of a special State Technical College Task Force responds to a Minnesota legislative directive regarding needed changes in preservice and continuing education programs for personnel providing services for people with developmental disabilities. Introductory material provides background information and a summary of the 1991 legislation supporting the preparation of training materials and the establishment of the task force. The next section sets out the major problem areas regarding training and the related recommendations of the Task Force. Recommendations address: interagency cooperation and collaboration, adequate funding, development of competency-based curriculum and materials, dissemination of materials, materials evaluation, and staffing problems. The next section identifies accomplishments, including the identification of essential curriculum components; local delivery of training at technical and community colleges; current grants and projects addressing the development of a statewide training system and training modules; collection of data regarding services and costs from four state agencies; and convening of 13 developmental disabilities town meetings throughout the state. Appendices provide a chronological history of relevant Minnesota activities, the criteria for a competency-based training format, details of the state agency data, common themes emerging from the town meetings, and a summary of efforts in other states. (Contains 21 references.) (DB)

ED 363 985 EC 302 539

(8) 70% of students reported taking accelerated or Advanced Placement courses; (9) almost 80 percent assigned their schools a grade of A or B; (10) 38 percent listed Kansas colleges and universities among the three institutions they would like to attend; (11) more than one-third had not made a career choice; and (12) only 20 percent listed Kansas as the state in which they would prefer to spend their careers. Appendixes contain statistical data supporting the study and a copy of the survey questionnaire. (Contains 26 references.) (JDD)

ED 364 003 EC 302 572

Project Reaching Out: Technology Training for Minorities with Low Incidence Disabilities. Part I: African-American Curriculum.
PUB DATE- Aug 93
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accessibility (for Disabled); Adult Education; Advocacy; *Assistive Devices (for Disabled); *Blacks; Blindness; *Cultural Awareness; Cultural Context; *Curriculum; Deaf Blind; Deafness; *Disabilities; Federal Legislation; Financial Support; Neurological Impairments; Physical Disabilities; *Teaching Methods; Technology
IDENTIFIERS- African Americans

The purpose of this curriculum, part of Project Reaching Out, is to provide African-Americans with low incidence disabilities an overview of information on assistive technology in a manner that respects differences in beliefs, interpersonal styles, and behaviors. Low incidence disabilities are defined as deafness, blindness, deaf blindness, neurological impairments, and orthopedic impairments. Part 1 of the curriculum, titled "Trainer Information," offers statistics on African-Americans with disabilities, cultural considerations, cultural working definitions, and techniques for assessing one's own cultural heritage. Part 2 provides guidelines for using the project's training materials. It covers principles of culturally competent programs, learning methods of adults, and presentation tips. Part 3 contains the curriculum modules themselves, focusing on the benefits and uses of assistive technology, legislation affecting the provision of assistive technology, and funding and advocacy. For training of trainers and service providers, modules on cultural awareness and marketing technology training to African-Americans with disabilities are also provided. Part 4 includes appendixes addressing: accessibility training information and an accessibility checklist; project evaluation forms; a sample participant's manual, containing a directory of several information resources; a list of state protection and advocacy agencies; a list of 31 suggested readings and 4 videos; and information on federal policy concerning assistive technology. Part 5 provides over 40 overheads for use in presenting the curriculum modules. (Contains approximately 30 references.) (JDD)

ED 364 004 EC 302 573

Jordan, Nancy C., Ed.; Goldsmith-Phillips, Josephine, Ed.
Learning Disabilities: New Directions for Assessment and Intervention.

Crisis Nursery Services: Responding to Ongoing Family Crises.
ARCH Factsheet Number 26.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.
PUB DATE- Jul 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Child Abuse; Child Welfare; Community Services; Crisis Intervention; *Family Problems; Family Programs; Infants; Parent Counseling; Program Development; *Respite Care; Social Services; Staff Role; Toddlers; Young Children
IDENTIFIERS- *Crisis Child Care

The use of crisis nursery care as a viable alternative for the consumer experiencing chronic and ongoing family crises calls for consideration of various programmatic and staffing issues. Combinations of family problems, including homelessness, substance abuse, incarceration, family violence, and chronic illness of a family member, may precipitate a need for the use of a crisis nursery. Developing effective programs requires: (1) service coordination skills in linking consumers to the community services they need, (2) allowance for frequent and varied child visitation at the nursery, and (3) individual and/or group counseling for the parents. Crisis nursery care is a viable support for parents in the Child Protective Services (CPS) system if the roles of the nursery staff and the state/county agency are clear. Children placed voluntarily in the crisis nursery program by their parents and children referred by the CPS agency can be effectively integrated in the same program. Crisis nursery care for consumers who may repeatedly need to use the program's services differs from basic prevention services since the families' problems are more intense and complex, children have been subjected to unstable home situations for longer periods of time, and the families require more intensive program services. (JDD)

ED 364 023 EC 302 593

Langmeyer, David B.
Sticky Figures: Using a Needs Assessment. ARCH Factsheet Number 27.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.
PUB DATE- Sep 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; *Data Collection; *Family Programs; Human Services; *Information Sources; Methods; *Needs Assessment; Program Development; Program Improvement
IDENTIFIERS- Family Needs

In the field of child and family programs, a needs assessment, which is essentially a fact-finding exercise, can be conducted either by focusing on a particular program or by examining a population of interest. In conducting a needs assessment, it is

ED 364 041 EC 302 611

York, Jennifer; And Others
Regular Class Integration of Middle School Students with Severe Disabilities: Feedback from Teachers and Classmates. Project Report Number 89-5.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 93p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Interpersonal Competence; Junior High Schools; Junior High School Students; *Mainstreaming; Middle Schools; *Outcomes of Education; Peer Acceptance; Regular and Special Education Relationship; *Severe Disabilities; *Social Integration; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Middle School Students

Regular educators (n=11), special educators (n=7), and classmates without disabilities (n=181) were surveyed at the end of the first year that middle school students with severe disabilities were integrated into regular education classes in two suburban midwestern communities. Results revealed many benefits for educators and students. Educators and classmates concurred that positive outcomes, particularly in the area of social competence, were realized by the students with severe disabilities. Acceptance of students with severe disabilities by classmates was considered to have increased substantially. Educators felt the regular class integration experiences were positive for themselves and for students, although there were differences in perspective between regular and special educators. Both groups felt that the best aspect of the integration initiative was the acceptance by and involvement of classmates and the most difficult aspect was deciding how to involve the students with disabilities in regular class activities. Both groups recommended a high level of communication among special and regular educators and suggested that initial integration efforts should involve teachers who volunteer to take part. Regular educators had difficulty identifying positive changes in the students with disabilities while special educators did not. Appendixes contain copies of questionnaires used and response summaries. (Contains 39 references.) (Author/JDD)

ED 364 042 EC 302 613

Norton, Deborah
Issues in Putting Outcome-Based Education into Practice at the District Level: A Panel Discussion.
PUB DATE- 8 Apr 93
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Disabilities; Educational Needs; Educational Quality; Elementary Secondary Education; *Evaluation Methods; Outcomes of Education; Program Development; Program Effectiveness; *Student Educational

versions of tests of French as a Second Language (n=831 examinees) and of English as a Second Language (n=617 examinees) were subjected to non-linear factor analysis in dimensionality assessment, as a first step in selecting an appropriate IRT model for data sets from students with differing language learning backgrounds. The tests, similar in design and purpose, each included a reading comprehension, listening comprehension, and cloze portion. Examinees were native speakers of one of the two languages tested, but were heterogeneous with respect to their language backgrounds (immersion programs, regular high school programs bilingual families, frequent contact with native speakers). No systematic relationship was found between item performance and strategies hypothesized to characterize each of the two examinee groups, but it is suggested that certain response patterns in the cloze portion of the test merit further investigation. (Author/MSE)

ED 364 064 FL 021 381

Wesche, Marjorie; And Others
A Comparative Study of Four Placement Instruments.
PUB DATE- Aug 93
NOTE- 18p.; Paper presented at the Annual Language Testing Research Colloquium (15th, Cambridge, England, and Arnhem, The Netherlands, August 2-8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; Dictation; Difficulty Level; *English (Second Language); Foreign Countries; Higher Education; Intensive Language Courses; Language Role; *Language Tests; *Listening Comprehension; Questionnaires; *Reading Comprehension; Self Evaluation (Individuals); *Student Placement; Test Use; *Vocabulary

A study compared four tests of English as a Second Language (ESL) used for placement of students of varying language backgrounds and skill levels in an intensive ESL program. The tests were a text-based listening and reading test, a listening dictation, a self-assessment questionnaire, and a self-reported vocabulary size test. All measures were administered to 93 candidates on entry into the program. Results indicate that the instruments performed differentially overall, by proficiency level, and by native language background. In general, the first two tests, which required demonstration of proficiency and were text-based, worked best. Neither self-report measure worked well, although the questionnaire worked better than the vocabulary test. Possible explanations for these findings are seen in test design, content, and tasks required. (MSE)

ED 364 065 FL 021 391

Des Brisay, Margaret
A Methodology for Comparing ESL Admissions Tests.
PUB DATE- Aug 93
NOTE- 14p.; Paper presented at the Annual Language Testing Research Colloquium (15th, Cambridge, England, and Arnhem, The Netherlands, August 2-8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; *Comparative Analysis; *English (Second Language); *English for Academic Purposes; Foreign

PUB DATE- 93
NOTE- 379p.; For related documents, see ED 286 343-350 and FL 021 631-634.
LANGUAGE- Pashto; English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dialogs (Language); Foreign Countries; Grammar; Instructional Materials; *Pashto; Pronunciation; Reading Materials; Romanization; *Second Language Instruction; *Textbooks; Uncommonly Taught Languages; Vocabulary; *Workbooks; Writing Instruction; *Written Language
IDENTIFIERS- Afghanistan

Beginning Pashto is part of a set of materials for teaching oral and written Afghan Pashto. The Pashto writing system is taught in the first unit of the book and is used in the presentation of the material from then on. In the first three units, material is provided also in a romanized transcription. After that, the transcription of a word or phrase is given only when the word or phrase is introduced, or when pronunciation is the focus. Dialogues and readings on various topics (e.g. food, shopping, weather, family, etc.) are used, with accompanying presentations on grammar and vocabulary and exercises for oral practice and conversation. The Workbook, which is mostly in English, provides background information on points in the dialogues and readings, discussion of grammar, and information on individual vocabulary items. Each unit in the workbook contains a number of exercises providing additional practice on the points covered in the textbook. In addition to the beginning textbook, the set consists of a glossary, an intermediate textbook, a reader, a conversation manual and a set of taped lessons that correlate with the textbooks and conversation manual. The materials are designed to bring an English-speaking student to a 2 or 3 on the Interagency Language Roundtable proficiency scale, or an Advanced on the American Council on the Teaching of Foreign Languages proficiency scale. An overview and brief description of each component of the Pashto Materials is included. (Author/AB)

ED 364 086 FL 021 634

Tegey, Habibullah; Robson, Barbara
Intermediate Pashto Textbook Revised Edition and Intermediate Pashto Workbook Revised Edition.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 349p.; For related documents, see ED 286 343-350 and FL 021 631-633.
LANGUAGE- Pashto; English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dialogs (Language); Foreign Countries; Grammar; Instructional Materials; Language Skills; Oral Language; *Pashto; Pronunciation; *Second Language Instruction; Skill Development; *Textbooks; *Uncommonly Taught Languages; Vocabulary; *Workbooks
IDENTIFIERS- Afghanistan

Intermediate Pashto is part of a set of materials for teaching oral and written Afghan Pashto. The transcription of a word or phrase is given only when the word or phrase is introduced, or when pronunciation is the focus. Dialogues and readings on various topics (e.g. food, shopping, weather, family, etc.) are

Languages Affairs (ED), Washington, DC.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Curriculum Design; *Educational Environment; *English (Second Language); Extracurricular Activities; Language Attitudes; Language Maintenance; *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Design; Program Development; Program Evaluation; *Pupil Personnel Services; School Personnel; Secondary Education; Secondary School Students; Staff Development; Teacher Expectations of Students
IDENTIFIERS- *Language Minorities

A method for evaluating and improving the secondary school environment for limited-English-proficient students is presented. The first section outlines research findings about elements in the school context, curriculum, and staffing found effective in serving LEP students. Desirable factors in the school context include: valuing of students' languages and cultures; use and development of native languages in and out of the classroom; high expectations of LEP students; staff development explicitly designed for serving this population; encouragement of family involvement; and appropriate support services and extracurricular activities. An effective curriculum characteristic is its capacity to accommodate the heterogeneity of the population and its needs. Positive staff factors include: making LEP education a priority; knowledge and active support of LEP-oriented programs among all staff; counseling services designed for this population; and commitment to empowering LEP students. Two additional characteristics of effectiveness are the longevity and pervasiveness of the above school elements. A checklist for use in evaluating the secondary school for these and related features is presented. It details specific elements of effectiveness in the school environment, curriculum, and staff practice, provides a scale for rating them in the school in question, and contains spaces to note examples and ideas for improvement. (MSE)

ED 364 106 FL 021 684

Menkart, Deborah; And Others
Multicultural Education: Strategies for Linguistically Diverse Schools and Classrooms. NCBE Program Information Guide Series, 16.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancillary School Services; Classroom Techniques; *Cultural Pluralism; *Curriculum Design; *Educational Environment; Elementary Secondary Education; Family Role; Grouping (Instructional Purposes); Institutional Characteristics; Instructional Materials; Language Role; Lesson

NOTE- 112p.; For First Interim Report, see ED 354 371.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Adult Basic Education; Attendance Patterns; English (Second Language); Limited English Speaking; *Program Evaluation; Statistical Analysis; Student Characteristics

This is the second of three interim reports from the National Evaluation of Adult Education Programs. The first interim report, completed in March 1992, describes the adult education service delivery system. This report describes the clients who entered adult education programs during the evaluation's 12-month intake period beginning April 1991. This report contains 5 chapters. Following the introductory chapter, chapter 2 estimates the number of new adult education clients who registered for instruction during the 12-month intake period, and presents preliminary findings on the total number of clients (new and continuing) served by local programs over the course of a year. Chapter 3 discusses the characteristics of new clients in terms of seven variables of interest. Chapter 4 analyzes client characteristics in relation to several policy-relevant issues. Chapter 5 previews the analyses to be presented in the study's third interim report, which is to be available in the fall of 1993. Because data collection has not yet ended, the findings reported in chapter 5 are preliminary, but are believed to be indicative of the type of information future reports are likely to contain. The statistics presented in this report are based on probability samples of adult education students. The sampling of errors for a stratified, multi-stage design such as the one used in this study generally differ to some extent from those associated with estimates from a simple random sample. Estimation of actual sampling errors must take account of these "design effects." To minimize costs, estimation of actual sampling errors will be deferred until the data are complete. (Author/AB)

ED 364 126 FL 800 703

Street, Brian, Ed.
Cross-Cultural Approaches to Literacy.
PUB DATE- 93
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Arabic; Code Switching (Language); Cooperative Learning; *Cross Cultural Studies; Cultural Traits; Ethnicity; Females; Foreign Countries; High School Students; Hmong People; *Immigrants; *Indigenous Populations; Language Attitudes; Language Patterns; Language Variation; Letters (Correspondence); *Literacy Education; Males; *Political Influences; Religion; Secondary Education; *Social Influences; Spanish Speaking; Uncommonly Taught Languages; Writing Instruction
IDENTIFIERS- Alaska; England; Madagascar; Nigeria; Pacific Islands; Papua New Guinea; Pennsylvania (Philadelphia); Sierra Leone; Somalia

A collection of essays on cross-cultural aspects of literacy education includes: "Conceptions and Uses of Literacy in a Papua New Guinea Village" (Don Kulick, Christopher Stroud); "Literacy and Feelings: The Encoding of Affect in Nukulaelae Letters" (Niko Besnier); "The Uses of Schooling and Literacy in a Zamfimaniry Village" (Maurice Bloch); "Arabic Literacy and essays contributed for the meeting. (JB)

ED 364 145 HE 026 942

Overseas Students in Britain: A Welcome Experience? St. Catharine's Conference (Windsor, England, United Kingdom, September 1988). Report No. 12.
PUB DATE- Sep 88
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Foreign Countries; *Foreign Students; Graduate Students; Higher Education; *Postdoctoral Education; Racial Bias; Racial Relations; Student Experience; *Student School Relationship; Undergraduate Students
IDENTIFIERS- Great Britain

This publication reports on a gathering of 42 postgraduate foreign students from 27 nations studying at institutions of higher education in Britain to discuss the foreign student experience. Three main issues dominated the conference: (1) the relationship of overseas students to the British people; (2) students' life and work at the university; and (3) economic considerations. Bhikhu Parekh reviewed why students come to Britain to study and ongoing problems of racism and economics. Barbara Smith explored the complexities of living with the British, foreign students' busy lives, and Britain as a divided society. Ali argued that conference attenders should become involved in the student movement in order to affect change. Keith Fenwick discussed approaches to study within the British context and some of the problems foreign students experience, those that are similar to native students and those that are particular to the foreign students. Five discussion groups each met twice to consider what advice to give in-coming foreign students and practical changes to make the transition easier. A panel of students discussed what they expected to experience on returning home. In a final talk Alastair Niven reviewed reasons students come to Britain to study and noted problems of academic supervision, the impact of increased fees, decline in the reputation of British education, and decline in democracy. Includes a list of participants, their country, and their institutional affiliation. (JB)

ED 364 146 HE 026 943

Influences on Higher Education: Teaching, Research and Society. St. Catherine's Conference (Windsor, England, United Kingdom, November 1986).
PUB DATE- Nov 86
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art Education; College Instruction; College Role; College Students; Economic Impact; Educational Change; Educational Needs; Educational Quality; Foreign Countries; *Futures (of Society); *Higher Education; *Institutional Role; School Community Relationship; Undergraduate Study
IDENTIFIERS- *United Kingdom

Amid demands for more cost-effective education and demographic changes, a conference was held in England on the role of higher education. Participants were drawn from institutions of higher education, polytechnics and universities, and included representatives of both the academic and administrative fields.

PUB DATE- Jul 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *College Freshmen; *Educationally Disadvantaged; Higher Education; Reading Comprehension; *Student Evaluation of Teacher Performance; Underachievement; *Vocabulary Skills
IDENTIFIERS- African Americans; *Delaware State University

This study investigated the effect of vocabulary comprehension on underprepared freshman student responses and their rating of faculty teaching performances at Delaware State University. Learning Skills Center students have weak vocabulary comprehension that might hinder their ability to accurately rate instructors. A vocabulary quiz was given to 85 predominantly African American students in the Learning Skills Center program determine their vocabulary comprehension of the evaluation form. It was found that less than half of the students understood 75 percent of the vocabulary words used in the evaluation form. Next, several sections of study skill classes were randomly divided into control and experimental groups. The word meanings were explained to the experimental group. The posttest only, control group design was used in the study to determine the effect of comprehension on their rating of instructors. The student evaluation of faculty teaching performance was then administered to all the students. The results indicated no difference in rating between the control and experimental group for individual instructors at .05 level or in the composite experimental and control groups. (Contains 15 references.) (Author/JB)

ED 364 165 HE 026 963

Bennett, Jack A.; And Others
Town & Gown: Partners in Educational Services.
PUB DATE- 15 Oct 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Georgia Council of Media Organizations (Jekyll Island, GA, October 15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Community Resources; Cooperative Programs; Educational Resources; *Health Promotion; Higher Education; Hospital Libraries; Hospital Personnel; *Hospitals; Information Management; *Outreach Programs; Prevention; Public Health; *School Community Relationship; Staff Development
IDENTIFIERS- *Bulloch Memorial Hospital GA; *Georgia Southern University

Georgia Southern University (GSU) and Bulloch Memorial Hospital (BMH) undertook a joint project to enhance education services to students, professionals, and the community at large. University services of the College of Education and the Henderson Library were aligned with the educational services of Bulloch Memorial Hospital to provide resources and services of mutual benefit. BMH planned to train its staff through educational technology, other services, and access to nationwide information sources. These plans called for a Medical Learning Resource Center (MLRC) to serve the hospital, the community, and area businesses. BMH asked GSU to join in the effort. Together they developed four goals and purchased strong link between work and conceptions of masculinity in the United States. The importance of the issues of male self-esteem, self-concept, and sense of masculinity in vocational education is analyzed in a discussion that includes the findings of a study of the myths and stereotypes held by many high school-age males about nontraditional vocational careers. Possible ways of expanding options for males in vocational education are explored, and eight steps to achieving equity for males in vocational education are listed. Concluding the monograph is a section of statements that illustrate many of the problems encountered by men because of traditional expectations of the male's role in society. Contains 17 references. (MV)

ED 363 704 CE 064 909

Family and Career Transitions Resource Guide (FACT). A Resource Guide for Use in Adult Job Readiness and Single Parent Homemaker Instructional Programs.
PUB DATE- 89
NOTE- 1,090p.
LANGUAGE- English
EDRS Price- MF08/PC44 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Development; Adult Education; Career Change; *Career Exploration; Consumer Education; Dislocated Workers; *Displaced Homemakers; Economically Disadvantaged; Employment Interviews; *Employment Potential; Home Economics; Instructional Materials; Job Application; *Job Skills; Learning Modules; Midlife Transitions; *Money Management; One Parent Family; Parent Education; Parenting Skills; Problem Solving; State Curriculum Guides; Thinking Skills
IDENTIFIERS- *Family Work Relationship; Ohio

This resource guide introduces a curriculum designed to help instructors meet the needs of special adult audiences--displaced homemakers, single parents, dislocated workers, and economically depressed families. It is organized according to four practical problems: (1) personal development; (2) career exploration; (3) employability; and (4) resource management. For each practical problem, a series of related concerns are presented. Within each concern, one or more modules are provided. Each module consists of a chart with three columns: process skills column that highlights the practical reasoning process; concepts column that refines the module topic; and strategies column that suggests a variety of instructional strategies. Handouts and worksheets are at the end of each module. An introductory practical reasoning module is designed to teach the process used throughout the guide and focuses on teaching those thinking skills in a problem-solving situation that many adult learners find themselves facing. Module topics include the following: adult development, self-esteem, values and attitudes, change, conflict management, personal skills, interests, employment trends, career options, career decisions, work attitudes, applications, interviews, salaries, employer expectations, work stress, commitment to work and family, parenting concerns, budgeting, credit, savings, child care, time management, family law, and consumer law. (YLB)

ED 363 705 CE 064 910

Adrian, Judith G.; And Others

Applicants; College Entrance Examinations; *Graduate Study; Higher Education; *School Choice; *Self Evaluation (Individuals); Student Financial Aid

This guide, which was developed by a college career center, is designed to answer some common questions about the process of applying to graduate school. The following topics are covered: graduate schools versus professional schools; differences between graduate and undergraduate school; considerations in deciding whether/when to attend graduate school; steps in selecting the right school and determining which/how many schools to apply to; criteria for choosing a program; program costs and sources of financial support; and ins and outs of the application and admissions process (the general process, graduate admissions criteria, application essays, required tests, letters of recommendation, deadlines, strategies for dealing with rejection, and the importance of gathering information as soon as possible). Appended are a list of questions and issues to explore, a chart to list characteristics of programs under consideration, sources from which samples of major standardized graduate school admissions tests can be ordered, and a list of 24 related resources. (MN)

ED 363 721 CE 064 946

Peterson, Sharyl Bender
Curriculum Vitae and Related Letters.
PUB DATE- Jul 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; Job Application; *Letters (Correspondence); *Resumes (Personal); *Writing (Composition)

This booklet, which was developed by a college career center, explains the purpose of and procedures for writing curriculum vitae (CV) and related letters. The following topics are covered: when a CV is appropriate, points to consider when writing a CV, items usually included, possible sections to include in a CV, and steps in writing cover letters for a CV. Concluding the booklet are sample curriculum vitae, a general letter model, and sample cover letters. (MN)

ED 363 722 CE 064 948

Gear Up for Your Future. Career Information for Middle School Students. Career Cruiser.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Ladders; Career Planning; Decision Making; Employment Interviews; *Employment Opportunities; *Employment Qualifications; Entrepreneurship; Interest Inventories; Junior High Schools; Junior High School Students; Middle Schools; Nontraditional Occupations; *Occupational Information; Sex Stereotypes
IDENTIFIERS- Middle School Students

This booklet contains information, activities, and interest inventories designed to encourage middle school students to begin thinking about career options and the educational requirements of various occupations. The following topics are suggested having more time for a subsequent course. (The report includes worksheets used in the minicourse and a glossary of 91 terms used in workplace education.) (KC)

ED 363 740   CE 064 979

Bozarjian, Bob; And Others
Workplace Education Mentoring Pilot Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 93
NOTE- 88p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Beginning Teacher Induction; Interprofessional Relationship; *Literacy Education; *Mentors; *Professional Development
IDENTIFIERS- Massachusetts; *Workplace Literacy

This report describes a mentoring pilot project developed by the Massachusetts Department of Education to meet the staff training and development needs of workplace educators in a National Workplace Literacy Program. The mentoring concept was chosen because one-on-one relationships between experienced and less experienced workplace educators were considered feasible and cost-effective. This report consists of two sections. In the first section, the mentoring pilot project is defined as part of the larger staff training and development for the literacy programs in Massachusetts. The first section also provides a chronology of the different stages of the mentoring pilot project from its inception through design and implementation to evaluation. The second section is the "Participant Notebook" that was given to mentors and mentees during their joint training prior to their 20-hour relationship. The notebook includes the training plan for the orientation of mentors and mentees and all training materials, such as lesson plans, learning activities, and case studies. Sample goal-setting forms and invitations to the reunion and evaluation session are included, along with a list of six resource persons. (KC)

ED 363 741   CE 064 980

Chernow, Harneen
Labor/Management Workplace Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Oct 93
NOTE- 20p.; For related documents, see CE 064 978-988.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Community Colleges; Cooperative Programs; Employer Employee Relationship; *Hospital Personnel; *Labor Education; *Labor Force Development; *Literacy Education; On the Job Training; Postsecondary Education; *Program Implementation; Two Year Colleges; Unions
IDENTIFIERS- Bunker Hill Community College MA; *Workplace Literacy

This report includes two sections: (1) an overview of the issues involved in joint labor/management workplace education programs

*Sex Discrimination; Sex Fairness; Unions

This annotated bibliography on nontraditional occupations for women is organized into 11 sections that list resources in the following areas: books and studies; curriculum materials; General Accounting Office reports and Congressional hearings; guides, manuals, and resources; journal articles and book chapters; newspaper and magazine articles; posters; sexual harassment materials; state nontraditional occupations reports and ERIC documents; tradeswomen newsletters, magazines, and catalogs, and videotapes and audiotapes. The bibliography lists a total of 118 resources. (KC)

ED 363 761 CE 065 032

Nontraditional Employment Policy Package.
PUB DATE- Sep 93
NOTE- 67p.; Prepared by the Nontraditional Employment Training Project. For related documents, see CE 065 028 and CE 065 031.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights Legislation; *Compliance (Legal); *Equal Opportunities (Jobs); *Federal Legislation; *Females; *Nontraditional Occupations; Policy Formation; Postsecondary Education; Public Policy; Sex Bias; *Sex Discrimination; Sex Fairness

This document contains the text and summaries of provisions, along with position papers on four pieces of federal legislation affecting nontraditional job opportunities for women: (1) Nontraditional Employment of Women Act; (2) Women in Apprenticeship Occupations and Nontraditional Occupations Act; (3) Intermodal Surface Transportation Efficiency Act; and (4) Women in Homebuilding Provision, Housing and Community Development Act of 1992. The position papers stress implementation of the legislation in ways that will most benefit women by giving them access to nontraditional jobs. (KC)

ED 363 762 CE 065 042

Knox, Alan B.
Strengthening Adult and Continuing Education: A Global Perspective on Synergistic Leadership. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 93
NOTE- 598p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Agency Cooperation; Agency Role; Case Studies; Community Action; Continuing Education; Cooperative Programs; Correctional Education; Cultural Education; Distance Education; Ethnic Groups; Foreign Countries; Health Education; Human Resources; *Leadership; Literacy Education; Minority Groups; Older Adults; Part Time Students; Professional Continuing Education; *Program Improvement; Rural Development; Staff Development; *Strategic Planning

This book shows leaders in adult and continuing education how to use the principles of strategic planning and cooperative leadership to strengthen and improve programs. Chapter 1 covers why it is important to strengthen agency planning and impact and how a comparative perspective can help agency leaders improve contextual analysis and recognize major issues and

and subjects. (YLB)

ED 363 780 CE 065 093

Self Care. Preventing Misuse of Medication and Alcohol in an Aging Society. Pharmacists and Prevention Specialists Working Together.
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; Community Programs; *Drug Abuse; *Drug Education; Health Promotion; Instructional Materials; *Older Adults; Outreach Programs; Patient Education; Pharmacology; *Prevention; Program Development; Program Implementation; Records (Forms)
IDENTIFIERS- Illinois

This manual, which was originally developed to supplement a corresponding continuing education program offered by the Illinois Pharmacy Foundation and Illinois Pharmacists Association, is intended as a resource for pharmacists and other health care professionals who work to prevent alcohol and drug misuse/abuse in older patients. Discussed in sections 1 and 2 are the following aspects of the pharmacology and prevention perspectives on the problem: misuse and abuse of medication, body changes in aging, procedures to follow when misuse/abuse is detected, suggestions for talking to older persons, the Illinois Prevention System, prevention programs and agencies, and services offered by the Prevention Resource Center. Section 3 outlines the steps in developing community outreach programs and presents program ideas and sample programs for pharmacists and prevention specialists. Section 4 contains reprints of 6 published articles on drug and alcohol abuse and a 15-item bibliography. Included in Section 5 are a series of self-care handouts for older adults, fact sheets on drug/alcohol misuse/abuse in older adults, and handouts to assist in conducting a medicine review and counseling older adults. Section 6 contains a clearinghouse order form, patient consent form, and sample presentation agreement. (MN)

ED 363 781 CE 065 094

Allum, Keith F.
Finding One's Way: Career Guidance for Disadvantaged Youth. Research and Evaluation Report Series 93-D.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Guidance; *Counseling Effectiveness; *Counseling Services; Counseling Techniques; *Disadvantaged Youth; Employment Programs; Federal Legislation; Intervention; Job Training; Models; *Noncollege Bound Students; *Program Improvement; Secondary Education
IDENTIFIERS- *Job Training Partnership Act 1982

A study examined the types of career guidance (CG) opportunities

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; Career Education; *Disabilities; Educational Legislation; *Education Work Relationship; Federal Legislation; High Schools; Individualized Education Programs; Interdisciplinary Approach; *Parent Participation; *Parent Role; School Counselors; *Special Needs Students; Vocational Education
IDENTIFIERS- Americans with Disabilities Act 1990; ERIC Digests; Individuals with Disabilities Education Act

The comprehensiveness and effectiveness of school-to-work transition activities are limited by staff and time. The unique and complicated counseling needs of students with disabilities require the involvement of other actors, primarily parents. Youth with disabilities and their parents must be knowledgeable about vocational opportunities and program requirements as well as community services and other benefits available to them by law. Federal legislation that has mandated certain policies to ensure transition assistance for students with disabilities includes the Individuals with Disabilities Education Act and the Americans with Disabilities Act. Other legislation delineates parental involvement at various points during transition. Multidisciplinary transition planning teams--whose core members include parent(s) or guardian, teacher, student, and a staff member appointed to coordinate the transition planning process--are one way of bringing parents into the mainstream of the transition process. Parents can support their children's transitions by organizing to ensure political pressure and compliance with the law, monitoring employers' hiring practices, ensuring access to public accommodations, and filing formal complaints. Collaborative consultation is effective in solving problems parents and students encounter in making school and work transitions. In this arrangement, teachers and parents are co-equals recognizing the expertise each brings to the planning. (YLB)

ED 363 799   CE 065 126

Kerka, Sandra
Women and Entrepreneurship. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Blacks; Career Education; Economic Opportunities; *Entrepreneurship; Federal Programs; *Females; Futures (of Society); Minority Groups; *Nontraditional Occupations; Risk; *Self Employment; Sex Discrimination; Sex Fairness; Sex Stereotypes; Small Businesses; Welfare Recipients
IDENTIFIERS- ERIC Digests

The spectrum of women-owned businesses ranges from full corporations to microenterprises. Women business owners share many characteristics and motivations of business owners generally; other factors are dissatisfaction with "glass ceiling" limits, desire for job flexibility, and age discrimination. Women entrepreneurs often face barriers not usually encountered by men: lack of socialization to entrepreneurship, exclusion from traditional business networks, lack of access to capital, discriminatory attitudes, gender basic types of federal student aid (grants, work-study, and loans) are explained. The booklet concludes with a glossary of terms and a list of additional information sources. (NB)

ED 363 818   CG 026 001

Division for Youth: Counseling Efforts Should Be Improved. Report 93-S-28.
PUB DATE- 4 Dec 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Antisocial Behavior; Correctional Rehabilitation; Counseling Effectiveness; *Counseling Services; Delinquency; *Institutionalized Persons; Juvenile Courts; Juvenile Justice; *Residential Programs; *Youth Problems; Youth Programs
IDENTIFIERS- *New York

In New York State, the antisocial behavior of some youths causes them to be removed from their homes and placed with the state's Division for Youth. At Division facilities, youths are required to receive counseling/treatment services until they can be released into the community. An audit was conducted to determine whether the Division was effective in identifying and meeting the counseling needs of the youths in its care and in preventing youths from progressing into the adult criminal justice system. This document presents the report from this audit. The introduction reviews the background of the Division for Youth and explains the audit scope, objectives, and methodology. The next section discusses the finding that youths are often rearrested after they have been released from Division facilities and concludes that the Division does not provide adequate levels of counseling and community supervision. A section on the ineffectiveness of the counseling process notes that the Division does not have an effective client classification and movement system, that counseling needs are not adequately identified, that counseling services are not adequately planned and monitored, that many youths do not receive required residential counseling and community supervision, and that monitoring of youths when released to the community may be inadequate. The final section of this document notes that counseling services for youth sex offenders and substance abusers are not effective. (NB)

ED 363 819   CG 026 002

Sampson, James P., Jr.; Reardon, Robert C.
Computer-Assisted Career Guidance: Choices Bibliography.
PUB DATE- 21 Sep 93
NOTE- 9p.; For related documents, see CG 026 003-011.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Counseling; Career Development; *Career Guidance; *Computer Uses in Education
IDENTIFIERS- *CHOICES (Program); *Computer Assisted Career Guidance

This bibliography, along with other bibliographies developed by the Center for the Study of Technology in Counseling and Career Development, is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems. The ultimate aim of this effort is to improve the availability and quality

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; At Risk Persons; Elementary School Students; Elementary Secondary Education; *High Risk Students; Problem Solving; *Pupil Personnel Services; *School Districts; Secondary School Students; *Student Needs
IDENTIFIERS- *Utah

During 1992, on-site visits were made to the 40 school districts in Utah to determine the current status of At Risk needs and services for students. This report describes the findings from those visits; many of the findings are reported in list form. Part 1 of this report focuses on school district services for students at risk. It presents district definitions of a "student at risk," district estimated percentages of such students, and district indicated age/grade levels of need. Conditions which may contribute to a student being at risk are identified in the areas of family-related conditions, socioeconomic factors, and conditions intrinsic to the student. Information also is reported on district indicated sources for referral for students at risk, district self-reports of programs that work, and components of successful programs. Other issues addressed in Part 1 include district reports of needs to be addressed, barriers to addressing needs, needs for assistance, and samples of district reports of at risk fund utilization. Part 2 focuses on interagency collaborative services for students at risk. Included are reports of interagency collaboration, lists of attributes of interagency collaborative efforts, lists of barriers to effective interagency collaboration, and reports of needed assistance from state level agencies and organizations. Part Three presents an agenda for problem solving. Suggestions are made for funding, promoting interagency collaboration, streamlining efforts, and empowering local efforts. Relevant materials and forms are appended. (NB)

ED 363 839   CG 026 022

Jespersen, Shirley; Herring, Roger D.
International Counseling: An Opportunity for Culture-Specific Counseling with the New Zealand Maori.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- Academic Achievement; *Counseling Techniques; *Cultural Awareness; *Cultural Influences; Dropouts; Elementary Secondary Education; Foreign Countries; Minority Groups; School Counseling; *Student Problems
IDENTIFIERS- *Maori (People); *New Zealand

Evidence of multiculturalism in New Zealand, populated mainly by the indigenous Maoris and Europeans, has become common throughout the educational system in the last two decades. In spite of efforts at reform, however, Maori leaders contend that the government has consistently failed to meet the needs of Maori students, citing continuing high dropout rates and low academic achievement rates of Maori youth, to support their claims. Many Maoris are, in fact, demanding a separate, alternative education system for their youth. An embedded component of any improved education delivery system for the Maori involves the development of adequate and appropriate guidance and counseling services for Maori youth. A culture-specific model appears to be a most appropriate one. This paper presents an historical review of New Zealand's development as a

NOTE- 54p.; For 1992 report, see CS 011 459.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Elementary School Students; Grade 1; *High Risk Students; Instructional Effectiveness; *Language Experience Approach; Parent Attitudes; Pilot Projects; Primary Education; Program Descriptions; Program Effectiveness; Reading Improvement; Reading Research; *Reading Writing Relationship; *Remedial Reading; Teacher Attitudes
IDENTIFIERS- New Hampshire; *Reading Recovery Projects; Writing to Read

A study examined the results and effectiveness of a pilot Reading Recovery program in New Hampshire. Fifteen New Hampshire school districts, including 29 different schools, participated in the first year of the program (school year 1990-91). A total of 223 first-grade children identified as being at risk of reading failure were served. Of these, 168 children were included in the analysis since they had completed 60 lessons or were discontinued (had achieved success) from the program. Pre- and post-surveys were administered to assess the outcome of the program and the progress of each student. Results indicated that: (1) 157 of the 168 children (93%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) the other 11 children made significant gains but not enough to reach the average of their class; and (3) the overall response of 92.9% of the 340 Reading Recovery teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery children who returned surveys was very positive and supportive. (Six tables and nine figures of data are included; a list of Reading Recovery teachers and schools for the 1990-91 year, the class roster for Reading Recovery in the 1991-92 year, and the end-of-year questionnaires for administrators, teachers in training, classroom teachers, and parents are attached.) (RS)

ED 363 860 CS 011 459

Schotanus, Helen; And Others
Reading Recovery Program, Implementation Year 2 (School Year 1991-1992): Report of Results and Effectiveness.
PUB DATE- Sep 92
NOTE- 58p.; For 1991 report, see CS 011 458.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Elementary School Students; Grade 1; *High Risk Students; Instructional Effectiveness; *Language Experience Approach; Parent Attitudes; Primary Education; Program Descriptions; Program Effectiveness; Reading Improvement; Reading Research; *Reading Writing Relationship; *Remedial Reading; Teacher Attitudes
IDENTIFIERS- New Hampshire; *Reading Recovery Projects; Writing to Read

A study examined the results and effectiveness of the second year of the Reading Recovery program in New Hampshire. With the 29 Reading Recovery teachers from the 1990-91 class, 21 teachers in the class trained in school year 1991-92, and the two teacher leaders, a total of 52 teachers taught Reading Recovery during the 1991-92 school year. A total of 348 first-grade children identified as being at risk of reading failure were served. Of these, 248 children were included in the analysis since they had completed 60 lessons or were discontinued (had children were selected from this group to allow for in-depth analysis. The role of drawing in writing development was found to be significant; nine specific functions were identified in three main categories. Implications for early childhood educational programs include the importance of preserving learning environments that are broad-based and allow for self-selection of drawing and writing activities in order to facilitate growth. (Five tables of data and 11 figures of students' drawing and writing are included; 14 references are attached.) (Author/RS)

ED 363 879   CS 214 100

Hill, Jeff
Developing Writing and Thinking Skills in the Student.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English Instruction; Foreign Countries; High Schools; High School Students; Recall (Psychology); Second Language Learning; *Teacher Student Relationship; Teaching Methods; *Thinking Skills; Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- Japan; *Response Based Writing; *Writing Development; Writing Thinking Relationship

An English teacher at Hokkaido International School, Japan, guided his students through the writing process of thinking up ideas for writing topics and developing and revising those ideas into competent works. The class was composed of seven non-native speakers (in grades nine through twelve) who tried to achieve fluency in English within the context of an English literature class. The teacher motivated students by: (1) making it known specifically what kind of written assignments would be required; (2) reminding the students that they did not have to start at the beginning when they wrote; and (3) inviting students' thoughts and complaints in class discussion. Students read books, short stories, essays, and poems, and watched video taped movies with the theme of man's search for self identity and nobility. The teacher repeatedly communicated to the class that he was engaging them in the type of analytical discussions encountered in graduate school. Classroom discussions served as brainstorming sessions, prewriting, and revising. Due dates for writing assignments were flexible. Students' papers were read out loud sentence by sentence, with teacher and students discussing in a conversational tone the merits or weaknesses of the sentences. Final examinations indicated that every student demonstrated recall of the entire year's study. Several of the students became exchange students in the United States, and one wrote the teacher a letter which demonstrated developed powers of observation, analysis, description, and retention. (The students's letter is attached.) (RS)

ED 363 880   CS 214 101

Goldthorpe, Jeffrey
Talking Back to TV: Media Literacy and Writing.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English

DESCRIPTORS- Academic Achievement; College Students; Communication Apprehension; Communication Research; Computer Anxiety; *Computer Attitudes; Computer Literacy; Correlation; Higher Education; High Schools; High School Students; *Personality Traits; Sex Differences; *Stereotypes
IDENTIFIERS- *Computer Users; Student Surveys

A series of three studies examined the validity of certain features of computer person and non-computer person stereotypes, including gender, academic achievement, communication apprehension, and receiver apprehension. First a pilot study developed a computer attitude estimate (CAE) scale and survey method. Subjects were 47 high school students and 42 college students who took the survey as part of class activities, 22 college students who received extra course credit for participation, and 12 college students who took the survey on a volunteer basis. Next, Study One reported a correlational analysis of computer attitude and stereotype features. Subjects were 230 high school students who took the survey as part of class activities, 46 college students who received extra course credit for participation, and five high school students and 10 college students who took the survey on a volunteer basis. Finally, Study Two addressed the generalizability of the first two studies by examining the factors in a distinctly different context. Subjects, 33 apprentices and three instructors of an electricians' union's apprentice program, completed the same survey as in the two previous studies. Findings of all three studies do not support either the computer or the non-computer person stereotype in totality, but show elements of truth in both of them, especially perceptions of higher academic achievement for the computer person and higher receiver apprehension for the non-computer person. (Four tables of data are included; 48 references and the survey instrument are attached.) (Author/RS)

ED 363 901 CS 508 382

Breecher, Maury M.; And Others
The Four-Stage Evolution of Content Analysis Methodology: An Annotated Bibliography.
PUB DATE- Oct 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Journalism Historians Association (Salt Lake City, UT, October 6-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131),Historical Materials (060)
DESCRIPTORS- Annotated Bibliographies; *Content Analysis; Higher Education; Journalism History; *Media Research; *Research Methodology
IDENTIFIERS- *Journalism Research

Noting that the technique of content analysis has become a useful tool for mass communication researchers, this annotated bibliography explains how the field evolved. The annotated bibliography's introduction suggests that: first stage issues (from the 1890s to the mid-1930s) involved efforts by journalists and educators to develop systematic measurement techniques and objective operational content category definitions; when researchers began to reach an embryonic consensus by the mid-1930s, a second stage in the evolution of content analysis had begun; and a third stage began in the late 1940s when B. Berelson and P. F. Lazarsfeld developed the first integrated picture of content analysis. The bibliography forms: the first four propose to create specific new programs by consolidating or redirecting funds from existing categorical programs; and the last three propose a broad rethinking of major state programs and strategies. Six figures are included. (Contains 68 references.) (LMI)

ED 363 921 EA 025 371

Putting Partnerships to Work: Annual Joint Report on Preschool through Graduate Education in Tennessee.
PUB DATE- 29 Jan 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; *Educational Assessment; *Educational Objectives; Educational Planning; *Educational Quality; Elementary Secondary Education; Higher Education; Mission Statements; Public Schools; State Action
IDENTIFIERS- *Tennessee

This 1993 annual report describes how Tennessee's education system, from preschool through graduate school, works to improve teaching and learning for all citizens. Following a list of State Board of Education and the Tennessee Higher Education Commission members, a preface, and an introduction, the first part details cooperative programs between higher education and K-12 education in Tennessee. The partnerships operate in the areas of work force preparation, teacher preparation, student career opportunities, teacher inservice and exchange, information exchange, and articulation from high school to college. Part 2 presents data that measure the state educational system's progress toward meeting 26 objectives. Part 3 identifies five goals as central to sustained progress: (1) adequate and sustained funding levels; (2) a statewide technology network; (3) an increase in state-of-the-art technology accompanied by effective instructional practices; (4) early childhood education and parent involvement; and (5) university research and economic development. Appendices contain information on the requirements for the annual joint report, a list of Tennessee schools participating in the 1992 Tech-Prep Consortia, examples of cooperative programs, high school graduation requirements, and master plans for elementary-secondary and higher education. (LMI)

ED 363 922 EA 025 372

David, Miriam E.
Parents, Gender & Education Reform.
PUB DATE- 93
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; *Family School Relationship; Feminism; Foreign Countries; Parent Influence; Parent Role; *Parent School Relationship
IDENTIFIERS- *Great Britain

This book explores the relationship between British parents and education in the context of education reforms and social changes in family life. The general argument is that the debates about British education reforms and corresponding useful for administrators engaging in conflict resolution. Ten attitudes are identified that, if adopted, will lay the foundation for the successful management of conflict. The third chapter presents a model for understanding conflict resolution and the distinction between conflict management and negotiation. Specific processes for conflict management and negotiation are presented in the fourth chapter, providing guidelines for resolving conflicts as they emerge at any human systems level. Twelve figures are included. Contains 15 references. (LMI)

ED 363 942 EA 025 417

Bauer, David G.
The Fund-Raising Primer: A First Book for Individuals Involved in Raising Funds for Not-for-Profit Organizations.
PUB DATE- 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Corporate Support; Donors; *Educational Finance; Elementary Secondary Education; *Financial Support; *Fund Raising; Marketing; *Private Financial Support; Public Relations; School Funds

This publication is designed to increase the general knowledge of staff, volunteers, and board members so that they may develop a conceptual framework for guiding and assisting an organization in sound fund-raising planning. The content is based on the premise that a knowledgeable constituency is an effective utilization of human resources, which results in more donors, funds, and volunteers. The first three chapters present information on how to base the fund-raising plan on the marketplace, develop the fund-raising plan, and understand donors and ethics in fund raising. The fourth chapter offers suggestions for organizing a successful fund-raising campaign, such as conducting a cost analysis and developing an organizational spreadsheet. Chapter 5 describes the pros and cons of different fund-raising strategies and shows how to create a fund-raising matrix. The final chapter contains suggested activities to include in a board member-staff seminar. Nineteen figures are included. The appendix contains a brainstorming worksheet. (LMI)

ED 363 943 EA 025 419

Ayalon, Aram
School Organization Structure Impact on Teachers' Attitudes toward Their Work Environment: Interdisciplinary Team Organization versus Departmental Organization.
PUB DATE- Apr 91
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Junior High Schools; Middle Schools; *Organizational Climate; *Participative Decision Making; *School Organization; Secondary School Teachers; Teacher Attitudes; Teacher Influence; *Work Attitudes; *Work Environment

important. Three sets of conditions to examine when measuring instructional climate include generalizability, changes in respondents, and changes over time. School norms are essential for interpreting and understanding a school's score. Samples of two forms of the Instructional Climate Inventory (for teachers and students) are presented and ways to analyze their results are described. A conclusion is that instructional climate is real, important, and measurable. A remaining question is how to create positive learning climates. One way is through school leaders who clearly articulate a school mission by their actions and behaviors. Four figures are included. (LMI)

ED 363 964 EA 025 449

Johnson, Marlene M.
Leadership: Review of Selected Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Educational Administration; Elementary Secondary Education; *Leadership; *Organizational Theories; School Administration

This paper offers a review of selected leadership research, with a focus on the evolution of educational leadership research and the theories, methods, and perceptions that have guided this research. The analysis shows how there has been a shift from a person-focused, rational, simplistic view of leadership to a process-focused, more complex understanding of leadership. In doing so, however, "blind spots" have been created that continue to influence and limit the way leadership is studied and perceived. Three sections present an overview of leadership theory within organizational theory, an overview of school leadership research, and suggestions for addressing the blind spots in theory and research. The following "blind spots" in the study of leadership are identified: (1) an assumption of rationality; (2) as assumption of hierarchy; and (3) an assumption that leadership is a function of an individual or individuals within the organization. (Contains 159 references.) (LMI)

ED 363 965 EA 025 450

Polite, Mary M.
Curricular and Instructional Decision-Making: Snapshots of Team Innovation at Cross Keys Middle School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Environment; Educational Innovation; Junior High Schools; Junior High School Students; Middle Schools; Organizational Change; *Organizational Climate; *Participative Decision Making; Program Implementation; *School Restructuring; Secondary School Teachers; *Team Teaching; Teamwork
IDENTIFIERS- Ferguson Florissant Reorganized School District MO;

Amado, Angela Novak; And Others
Friends. A Manual for Connecting Persons with Disabilities and Community Members.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- 90
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Agencies; *Developmental Disabilities; *Friendship; Individual Development; Interpersonal Competence; *Interpersonal Relationship; Normalization (Handicapped); Personal Autonomy; Program Development; *Social Integration
IDENTIFIERS- *Minnesota

This manual describes the "Friends" project, a year-long effort in Minnesota to develop methods for the staff of residential service agencies to support people with developmental disabilities in establishing friendships with nondisabled people in their communities. Six agencies around the state selected a total of 23 individuals (ages 11 to 71) in a variety of residential settings to participate. A focus group was formed to support each individual's efforts to build community connections. The major portion of the manual presents a variety of strategies used in the project. Planning strategies focus on discovering the person's interests and capacities, creating a vision, and deciding on first steps. Connecting strategies include: look for opportunities for relationships, strengthen existing relationships, model the meeting of new people, and know the community. Strategies for introducing people include planning for success and knowing how much support is necessary. Among strategies for supporting and nurturing the relationship are demonstrating how it is done, continuing to encourage, solving problems, and watching out for problem areas. Finally, agency support for relationship building includes seeing staff as community connectors, extending agency structures to support friendships, and utilizing volunteers. (Contains 10 resources.) (DB)

ED 363 986 EC 302 540

Clasemann, Audrey; And Others
Minnesotans Speak-Out! A Summary of Town Meetings Held throughout Minnesota on Developmental Disabilities Issues.
PUB DATE- Nov 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Attitudes; Community Programs; *Delivery Systems; *Developmental Disabilities; Individualized Programs; *Needs Assessment; Normalization (Handicapped); Opinions; Personal Autonomy; Personnel Needs; Program Administration; *Program Evaluation; Residential Programs; Resource Allocation; Respite Care; Social Integration; *State Programs
IDENTIFIERS- Case Management; *Minnesota

This report presents findings of a Minnesota study group which reviewed the costs and structures under which developmental

PUB DATE- 94
NOTE- 290p.; Papers originally presented at a Conference held at the Rutgers Graduate School of Education (New Brunswick, NJ, 1991).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Attention Deficit Disorders; Attribution Theory; *Cognitive Processes; Consultation Programs; Curriculum Based Assessment; Dyslexia; Elementary Secondary Education; *Intervention; Language Handicaps; *Learning Disabilities; Mathematics Skills; Morphology (Languages); Neurological Organization; Phonology; Prereferral Intervention; Spelling; *Student Evaluation; *Teaching Methods; Theory Practice Relationship; Writing (Composition)
IDENTIFIERS- Zone of Proximal Development

This collection of original papers synthesizes research on learning disabilities in school-age children, with the theme of connecting learning disabilities research with assessment and practice. The volume begins with a paper by Howard S. Adelman titled "Learning Disabilities: On Interpreting Research Translations." Part I of the collection then focuses on cognitive, developmental, and neuropsychological processes and contains the following papers: "Executive Function and the Assessment of Attention Deficit Hyperactivity Disorder" (Marilyn C. Welsh); "Brain-Behavior Relationships in Dyslexia" (Margaret Semrud-Clikeman and George W. Hynd); "Phonological Skills and the Prediction of Early Reading Problems" (Virginia Mann); "Toward a Research-Based Dyslexia Assessment: Case Study of a Young Adult" (Josephine Goldsmith-Phillips); "Rapid Syllable Production in Specifically Language-Impaired Children" (Rachel E. Stark and James W. Montgomery); "Morphological Awareness, Spelling, and Story Writing: Possible Relationships for Elementary-Age Children with and without Learning Disabilities" (Joanne F. Carlisle); and "Differential Calculation Abilities in Young Children at Risk: Linking Research with Assessment and Instruction" (Nancy C. Jordan and others). Part II deals with instructional issues, in the following papers: "Testing Linked to Teaching" (Jeanne S. Chall); "Integrating Curriculum-Based Measurement with Instructional Planning for Students with Learning Disabilities" (Lynn S. Fuchs); "Mainstream Assistance Teams: Three Years of Research and Development on Prereferral Intervention and School Consultation" (Douglas Fuchs); "Parent-Child Attribution Training" (Tanis Bryan and others); and "'Now I'm a Real Boy': Zones of Proximal Development for Those at Risk" (Joseph C. Campione and others). Most papers contain references. (JDD)

ED 364 005 EC 302 574

Dice, Marvin L., Jr.
Intervention Strategies for Children with Emotional or Behavioral Disorders.
PUB DATE- 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Classification; *Classroom Techniques; Crisis Intervention; *Curriculum Development; Definitions; Delivery Systems;

important to be systematic, be clear about the information which is sought, be specific about the purpose of the assessment, and be careful about defining the target audience. The first step involves selecting the method for gathering information. Methods include social indicators, key informants, community forums, surveys of the community, and nominal group method. The second step is selecting the sources of information. People from whom information is gathered should be selected from the population to whom the results will be applied. Care should be taken to solicit representatives from larger groups in a way which does not bias the results. Other steps in the needs assessment include assigning responsibilities for assessment activities, conducting the information gathering, and analyzing and reporting the information. (JDD)

ED 364 024 EC 302 594

Hegarty, Seamus
Educating Children and Young People with Disabilities: Principles and the Review of Practice.
PUB DATE- 92
NOTE- 60p.; For a previous report, see ED 342 199.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Ancillary School Services; Change Strategies; Comparative Education; *Delivery Systems; *Disabilities; Educational Legislation; Educational Needs; *Educational Principles; Elementary Secondary Education; Evaluation Methods; Foreign Countries; International Programs; Parent Role; Policy Formation; Program Development; *Program Evaluation; *Special Education

This monograph provides an international perspective on key principles governing the education of children with disabilities and the review of educational provisions. Part A begins with an estimate of the global shortfall in education provision for those with disabilities and identifies principles and strategies for policymakers developing educational services. The principles focus on the rights to an education, to equality of opportunity, and to participation in society. The identified strategies address legislation, administrative support, educational provision, early childhood education, preparation for adult life, parental involvement, training, and research and development. Part B offers guidelines to policymakers and administrators for reviewing the following major elements of special education services: legislation, administration, early childhood education, school provision, transition from school to adult life, professional development, and support services. It suggests 40 key questions for conducting a review, with the questions and accompanying commentary considered to be appropriate for a variety of national systems. (Contains 22 references and suggested readings.) (DB)

ED 364 025 EC 302 595

Stroul, Beth A.
Systems of Care for Children and Adolescents with Severe Emotional Disturbances: What Are the Results?

Objectives; *Student Evaluation
IDENTIFIERS- Outcome Based Education; *Rochester Community Schools MI

This conference presentation describes the AUEN (Addressing Unique Education Needs) system of assessing educational outcomes which is used by the Rochester (Michigan) Community Schools to help establish accountable and effective special education support programs and services. The AUEN provides an innovative and practical approach to assessment, by presenting a set of performance indicators that are tied to functional adult living roles. It addresses such needs of students as communication, interpersonal relationships, emotional development, daily living skills, decision making, and personal goal orientation. The AUEN provides a broad perspective on educational needs, a long range focus, a common frame of reference, and assessment strategies for determining student progress toward achievement of outcomes. When whole groups of students perform below established expectations, schools should systematically review their structure and programs. Several supporting materials are appended to the conference presentation. These address implementing the outcomes approach, managing change, and learner characteristics. (JDD)

ED 364 043 EC 302 614

Burchard, John D.; And Others
One Kid at a Time: Evaluative Case Studies and Description of the Alaska Youth Initiative Demonstration Project.
SPONS. AGENCY- Alaska State Div. of Mental Health and Mental Retardation, Juneau.; Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Aug 93
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Behavior Disorders; Case Studies; Children; *Community Programs; *Delivery Systems; Demonstration Programs; *Emotional Disturbances; Homosexuality; Individualized Programs; Intervention; Outcomes of Treatment; Program Effectiveness; Schizophrenia; Severe Disabilities; State Programs
IDENTIFIERS- *Alaska Youth Initiative

This monograph presents an evaluative description of the Alaska Youth Initiative (AYI), a community-based interagency program serving children and adolescents with severe emotional and behavioral disorders. Principles of the program include a no reject policy and a "wraparound" service delivery approach. The monograph offers information on both process and outcome in descriptions of the lives of 10 children and adolescents before, during, and after their experience with AYI. The first section (by John D. Burchard and Sara N. Burchard) consists of seven chapters which explain how the case studies were conducted; summarize results and implications; and present the case histories including three cases of schizophrenia, a native Alaskan youth (highlighting the challenge of cultural competence), a gay youth, two youths labeled borderline personality, and three individuals with conduct disorder. Section II (by Robert Sewell and John VanDenBerg) details the purposes and operation of AYI. This includes a mission statement, identification of principal features of

Countries; Higher Education; Language Proficiency; Language Skills; *Language Tests; Research Methodology; Test Use
IDENTIFIERS- *Canadian Test of English for Scholars and Trainees; *Test of English as a Foreign Language

It is noted that while language proficiency tests are not an ideal method for predicting student performance, they are commonly used as admission criteria. A methodology for comparing college tests of English as a Second Language (ESL) that are used for program admission is offered. The procedure imposes certain constraints on data collection, including minimization of the time lag between administration of the tests being considered, replication of testing conditions, and assuring approximately equal familiarity with the different tests. When scores on one test are not available for comparison, score distribution charts can be used as a substitute. Statistical techniques for linking tests can be techniques of either projection or moderation. Suggestions are made for estimating decision consistency, decision agreement, and construct relevant variance. The methodology is based on a comparison of results on the Test of English as a Foreign Language and the Canadian Test of English for Scholars and Trainees, both administered to four groups of examinees (n=250). (Author/MSE)

ED 364 066 FL 021 400

McNamara, T. F.; Lumley, Tom
The Effect of Interlocutor and Assessment Mode Variables in Offshore Assessments of Speaking Skills in Occupational Settings.
PUB DATE- Aug 93
NOTE- 12p.; Paper presented at the Annual Language Testing Research Colloquium (15th, Cambridge, England, and Arnhem, The Netherlands, August 2-8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English for Special Purposes; Foreign Countries; Language Skills; *Language Tests; Statistical Analysis; Tape Recordings; *Testing Problems; *Verbal Tests; *Vocational English (Second Language)
IDENTIFIERS- Australia

This study investigated potential problems associated with one method of testing English-as-a-Second-Language (ESL) skills in work settings in foreign countries. The method, used by the Australian government to assess speech skills of individuals in locations outside Australia, involves having native English-speakers carry out a series of oral interactions with the examinee, that are taped and later evaluated by a small team of trained raters. The study reported here analyzed data from assessments of about 70 examinees who were administered an advanced ESL test for health professionals. Assessment of the recordings included multiple ratings of examinee performance, competence of the interlocutor, rapport established between examinees and interlocutor, and audibility of the interaction. The data were subjected to statistical analysis. Results suggest that interlocutor variability and audiotape quality do affect ratings, and that this method of analysis is useful for examining variables in the testing situation. (Author/MSE)

ED 364 067 FL 021 534

Ching, Teresa, Ed.

used, with accompanying presentations on grammar and vocabulary, and exercises for oral practice and conversation. The Workbook, which is mostly in English, provides background information on points in the dialogues and readings, discussion of grammar points, and information on individual vocabulary items. Each unit in the workbook contains a number of exercises providing additional practice on the points covered in the textbook. In addition to the intermediate textbook, the set consists of a glossary, a beginning textbook, a reader, a conversation manual and a set of taped lessons that correlate with the textbooks. The materials are designed to bring an English-speaking student to a 2 or 3 on the Interagency Language Roundtable proficiency scale, or an Advanced on the American Council on the Teaching of Foreign Languages proficiency scale. An overview and brief description of each component of the Pashto Materials is included. (Author/AB)

ED 364 087 FL 021 645

Olsen, Roger E. W-B
Survey of Limited English Proficient (LEP) Student Enrollments, 1993.
PUB DATE- Nov 93
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; Elementary Secondary Education; *English (Second Language); *Enrollment Rate; *Enrollment Trends; Financial Support; Identification; *Limited English Speaking; Longitudinal Studies; National Surveys; Program Design; *Public Schools

The 1993 report presents information from an annual survey of the states concerning enrollment of limited-English-proficient (LEP) students in public elementary/secondary and adult education. It updates an enrollment database covering the school years 1985-86 through 1993-94. An introductory section describes and summarizes the study. Subsequent extensive data tables present: (1) K-12 and adult enrollments for each year of the database and each state and territory; and (2) profiles for each state, containing data on total public school and adult education enrollments, reported LEP enrollments, LEP percentages, program numbers and funding in several program categories, identification criteria, and first languages of LEP enrollees, for each year. Two trends are seen: that the number of students recognized as LEP is increasing; and that more school systems are reporting LEP student information. Identification criteria continue to vary by state. Further research on teacher certification requirements, program models, and estimates of limited-English-functioning students is recommended. (MSE)

ED 364 088 FL 021 649

Frank, Marcella
Twentieth-Century Grammar: An Overview for Teacher Training.
PUB DATE- 14 Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

Plans; Library Collections; *Multicultural Education; Program Administration; Program Implementation; Staff Utilization; Student Evaluation; Testing
IDENTIFIERS- Diversity (Student)

A discussion of multicultural education in elementary and secondary schools gives an overview of principles, considerations, and methods in implementing multicultural school programs, and offers sample lesson plans. The first section examines the origins of multicultural education and outlines four types of curricula: (1) focusing on discrete contributions of various cultures to the mainstream culture; (2) addition of a unit or course on a particular ethnic group without other changes to the basic curriculum; (3) infusion of different perspectives and content, representing change in the basic curriculum; and (4) all of the above, with the added feature that students are encouraged to make decisions and take action related to the concept or issue discussed. Common questions and concerns about multicultural program implementation are answered, and a list of indicators of how the school environment reflects a truly multicultural approach is presented. With this list, school staffs can assess the areas in which they could improve performance. Basic categories of indicators include language role, discipline, community role, testing, staffing, family participation, curriculum design and content, instructional materials and library collections, classroom practice, and instructional grouping. Four sample multicultural lesson plans, and several lists of references are included. (MSE)

ED 364 107 FL 021 685

Hinkel, Eli
Pragmatics of Interaction: Expressing Thanks in a Second Language.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabic; *Attitudes; Chinese; College Students; Comparative Analysis; *Cultural Differences; *Cultural Traits; *English (Second Language); Higher Education; Indonesian; *Interpersonal Communication; Japanese; Korean; Native Speakers; *Pragmatics; Role Playing; Second Language Instruction; Spanish Speaking; Speech Acts; Uncommonly Taught Languages
IDENTIFIERS- *Politeness

This study investigated cultural differences in attitudes toward the speech act of giving thanks, particularly between native speakers and non-native speakers with extensive exposure to the second language culture. Subjects were 199 advanced speakers of English as a Second Language, enrolled at the college level in the United States. Their native languages included Chinese, Indonesian, Korean, Japanese, Spanish, and Arabic. The subjects participated in a role-playing exercise in which they were asked to respond to a specific interaction with an appropriate statement, using one of several choices provided. The 24 situations in the exercise were everyday events in which thanks might be appropriate. Results indicate differences between native language groups and native speakers of English in perception of the appropriateness of certain expressions of thanks. While there was concurrence within language groups, there was little between language groups. It is suggested that aspects of pragmatics, such as this one, are not always learned in natural interactive situations, but may need to be taught. A

Secrecy Among the Mende of Sierra Leone" (Caroline H. Bledsoe, Kenneth M Robey); "Literacy and Cultural Identity in the Horn of Africa: The Somali Case" (I. M. Lewis); "Gender, Language and the Politics of Literacy" (Kathleen Rockhill); "Literacy Development and Ethnicity: An Alaskan Example" (Stephen Reder, Karen Reed Wikelund); "The Letter and the Spirit: Literacy and Religious Authority in the History of the Aladura Movement in Western Nigeria" (Peter Probst); "Vernacular Writing: Varieties of Literacy Among Philadelphia High School Students" (Miriam Camitta); "Collaborative Writing: Appropriating Power or Reproducing Authority?" (Amy Shuman); "Literacy and Social Process: A Community in Transition" (Gail Weinstein-Shr); and "Code Switching and Mode Switching: Community Interpreters and Mediators of Literacy" (Mike Baynham). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 364 127 FL 800 707

Crandall, JoAnn, Ed.; Peyton, Joy Kreeft, Ed.
Approaches to Adult ESL Literacy Instruction. Language in Education: Theory and Practice 82.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; Competency Based Education; *English (Second Language); Language Experience Approach; *Literacy Education; Second Language Instruction; *Student Developed Materials; *Teaching Methods; *Whole Language Approach
IDENTIFIERS- *Freire (Paulo)

This book focuses on functional and holistic approaches to English-as-a-Second-Language (ESL) literacy, including competency-based education; whole language, language experience, and Freirean or participatory; and writing-based programs that result in published materials to be read by other adults. Chapter 1, "Literacy Through a Competency-Based Educational Approach," by K. Lynn Savage, provides an overview of a functional approach that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. Chapter 2, "Whole Language in Adult Literacy Education," by Pat Rigg and Francis E. Kazemek, discusses the whole language view of teaching and learning. In chapter 3, "The Language Experience Approach," Marcia L. Taylor describes the approach as a whole language approach to instruction that promotes reading and writing by transcribing a student's experiences with the transcription then used as reading material for the student. Joy Kreeft Peyton uses chapter 4, "Listening to Students' Voices: Publishing Students' Writing for Other Students To Read," to present the rationale for using the writings of adult ESL students as material for teaching literacy to other ESL adults. She outlines the steps involved in implementing a writing and publishing program and gives sources of materials written by adult literacy learners and descriptions of student publishing programs. David Spener gives an overview of "The Freirean Approach to Adult Literacy Education" in chapter 5. (Author/AB)

ED 364 128 HE 026 923

Monty Finniston considered the benefits of teaching, learning, and research and the need for college teachers to be involved in all three. Edwin Kerr explored educational quality and excellence as those terms have become featured in recent government reports on higher education. Richard Harries discussed the role of higher education in reviving the economy of the nation. Denys Wilkinson traced developments in higher education and highlighted the need for an integrated system of higher and further education. Shirley Williams, in a consideration of the impact of higher education and its funding, concluded that the United Kingdom is an under-educated country beset by severe shortages of skill. Stewart Sutherland described some of the difficulties the Arts subjects were facing. The conference also considered the need for a better link between secondary and higher education. (JB)

ED 364 147   HE 026 944

Hughes, Rees
The Financial Aid Experience of Ethnic Students: Is It a Boon or Barrier?
PUB DATE- Apr 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *College Students; *Ethnic Groups; Financial Aid Applicants; Higher Education; Hispanic Americans; Minority Groups; *Student Attitudes; *Student Financial Aid; Student Financial Aid Officers; Student Personnel Services
IDENTIFIERS- Financial Aid Form

This study explored the experiences of white and non-white college students with the financial aid process and financial aid office and staff. The study used a 20-item survey administered to a sample of 710 student financial aid recipients. Questions covered procedural and informational aspects of the financial aid process, accessibility and comfort with the staff, and overall satisfaction with their financial aid experience. Findings revealed few differences in the responses of White and non-White aid recipients except that non-whites felt they had greater difficulty getting an appointment with a Financial Aid counselor than did White respondents. White and non-White students both gave highly positive ratings concerning their overall satisfaction with their experience. More interesting patterns emerged when non-White students were separated into different ethnic groups. When the responses of students representing six ethnic groups were compared, the findings included the following: Native Americans had consistently lower satisfaction levels; Chicano respondents were more satisfied even than Whites; statistically significant differences existed between the Native Americans and Asian students on the reasonableness of the aid package. Contrary to expectations from the literature minority students did not have difficulty completing the forms and were generally satisfied with financial aid services. (Contains 10 references.) (JB)

ED 364 148   HE 026 945

Hazzard, Terry
The Strengths and Weaknesses of Total Quality Management in Higher Education.
PUB DATE- 31 Oct 93
NOTE- 14p.

various items for the MLRC. Joint meetings on organizational strategies were held and the participants agreed to develop a Special Collections catalog using computer database software. Plans for the MLRC educational programing focus first on prevention and second on managing chronic illness. Corporate wellness programs offered to area businesses will include 12 selections. Community outreach will include 20 programs, and staff development offerings will cover 21 topics. (JB)

ED 364 166   HE 026 964

Team Report of the Visit to Northeast Missouri State University, Kirksville, Missouri: February 15-18, 1992 To Evaluate Progress on the Implementation of the University's Liberal Arts and Science Mission, Effective January 1, 1986.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Programs; *Educational Change; Graduate Study; Higher Education; Institutional Characteristics; *Institutional Mission; Liberal Arts; Long Range Planning; Masters Degrees; *Program Evaluation; Program Termination; Teacher Education; Undergraduate Study
IDENTIFIERS- *Northeast Missouri State University

This report presents the findings of a visiting team charged with assessing Northeast Missouri State University's progress in 5 years toward goals from a new institutional mission and planning document. In particular the report endorses the 49 undergraduate programs and 9 graduate programs offered at NMSU each of which successfully attained the goals and objectives established for it in the original plan. The report also provides a comprehensive review of the Master of Arts in Education Program while proposing recommendations for graduate programs. Third the report identified key future challenges related to the academic programs with special emphasis on the core curriculum, active learning, faculties and funding, and assessment. The report concludes with suggestions for institutional enhancement. Overall the team found that NMSU underwent a successful transformation into a nationally competitive liberal arts institution. It has eliminated several programs inappropriate to its new mission, hired faculty with expertise in the liberal arts and sciences, recruited a talented student body, and documented changes in other areas indicative of its changing character. Appended is a separate report on the Master of Arts in Education Program. (Author/JB)

ED 364 167   HE 026 965

McClain, Charles J.
Planning: Using Student Outcome Measures To Plan for the Future.
PUB DATE- Jul 87
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Educational Philosophy; Higher Education; *Institutional Characteristics; Institutional Environment; *Institutional Mission; *Long Range Planning; Organizational Objectives; *Outcomes of Education; Program Evaluation; School Policy; Undergraduate Study; Universities

This document is a detailed outline of how to develop long- and

NELDstory: The First Three Years of the National Extension Leadership Development Program.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Sep 93
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Education; *Cultural Differences; Extension Agents; *Extension Education; Futures (of Society); *Global Approach; Higher Education; *Internship Programs; Leaders; *Leadership; *Leadership Training; National Programs; Program Development; Program Implementation; State Programs; Universities
IDENTIFIERS- *National Extension Leadership Development Program; Wisconsin

This report describes the National Extension Leadership Development (NELD) Program. Section I offers interns' reflections on the meaning of NELD in Wisconsin. Section II is a history of NELD. Section III presents minutes of meetings of the National Advisory Committee. Sections IV-X provide overviews of the various programs offered through NELD in Wisconsin. Section IV focuses on directors'/administrators' workshops that covered two themes: development of a personal philosophy of leadership and organizational development and renewal. Section V reports on the National Presidents' Invitational Forum on Outreach, intended to create a dialogue about the public service challenge for higher education among university presidents. Sections VI-VIII describe the Next Age Leadership Satellite Conference; encouragement of regional programming; and selection, role, and orientation of NELD advisors. Section IX discuss four intern seminars on developing a personal philosophy of leadership, organizational development and renewal, experiencing diversity, and developing a global perspective. Section X describes interns' independent learning activities. Section XI addresses evaluation approaches, including intern reflections, standardized personal leadership assessment instruments, and site visits. Section XII offers interns' reflections and concluding comments. Appendixes list the interns and their activities; curriculum consultants; advisory committee members; advisors; and seminars, workshops, and meetings and include intern application materials. (Contains 166 references.) (YLB)

covered: the importance of beginning career planning while still in middle school, the relationship between study and work skills, the concept of career ladders, steps in developing a career path, job interviews, sex stereotyping and occupations, and entrepreneurship. Also included are a series of tables summarizing the beginning annual earnings and education level and course requirements of 58 occupations grouped into the following interest areas: artistic, scientific, nature, authority, mechanical, industrial, business detail, persuasive, accommodating, humanitarian, social/business, and physical performing. An environmental crossword puzzle and list of basic steps in the decision-making process conclude the booklet. (MN)

and (2) a description of such a program partnering two union locals, nine hospitals, and Bunker Hill Community College to implement a workplace-based career ladder program. The first section explains that unions and management often enter a workplace education partnership with differing agendas. Management, for example, may want the cost of workplace education to show a benefit in terms of productivity whereas labor's agenda may include a commitment to educating the membership to become more empowered at work and at home, to build the union, and to improve the livelihood of their members. However, it is still possible for management and unions to cooperate to ensure a positive outcome for all. Some areas to be considered include the following: the program's purpose and goals, what classes will be offered, who will be accepted into the program, assessment design and process, project oversight, curriculum development, and evaluation. In the second section of the report, a union-management-college partnership program is profiled, illustrating the issues raised. The program has served more than 1,200 workers and has been made possible by cooperation on the part of all parties. The report includes a list of nine resources and outlines for some of the workplace education courses offered in the hospital program. (KC) societal influences. Chapters 2-13 follow a similar format. Each focuses on a specific program area and pertinent planning issues. After an introduction to clientele, providers, program characteristics, and planning issues, examples from the United States and other national settings follow. A general overview of adult education in the featured country provides background for references in other chapters to its specific adult education practices. Each chapter concludes with implications for strategic planning. Program areas are as follows: part-time study; basic education and literacy; programs for cultural minorities; distance education; staff development; correctional education; cultural programs; continuing professional education; education for elders; rural development; health education; and community problem solving. Chapter 14 analyzes societal influences with implications for strategic planning. Ten guidelines for strategic leadership of adult education agencies stress comprehensive programs that make a real impact. Appendixes include the following: 175 case descriptions from 32 countries; case coordinators; main types of societal influences; 493 references; and name and subject indexes. (YLB) that exist for disadvantaged youth. The essential elements and potential benefits of CG were identified through an extensive review of career development literature. National survey research, meta-analysis, and individual program documentation and evaluations were reviewed to determine potential and actual program effectiveness. Information on career guidance activities supported through federal Job Training Partnership Act (JTPA) funding was collected through telephone discussions with state JTPA and local Service Delivery Area (SDA) officials in 10 states. It was discovered that most CG still occurs in school systems, most school-based guidance remains geared primarily toward college-bound youth, CG available in the employment/training system is largely superficial, and existing CG services tend to go underutilized. Opportunities to expand CG through JTPA were identified, and the following recommendations were directed toward the Department of Labor (DOL): encourage and support joint ventures between the Departments of Labor and Education; explore the feasibility of developing CG projects for out-of-school youth, make CG services as comprehensive as possible, modify and expand the Youth Employment Competencies to reflect more fully the breadth of CG competencies, and strengthen the role of the Job Service in providing CG. (Contains 134 references.) (MN)

stereotypes, and lack of confidence. Low-income women run up against barriers in the system, such as restrictions on recipients of Aid to Families with Dependent Children. Women of color face discrimination and cultural bias within their cultural group and in society. Federal support for women business owners includes programs and services of the Small Business Administration. New approaches are emerging from strategies being used in less developed countries to support women in development: stimulation of microenterprises, microcredit lending, and peer-group lending. Many women business owners are part of a new breed of entrepreneur whose goal is to identify a social cause, cultivate an opportunity, and turn it into a profit. Women's communal enterprises tend to take a holistic approach, balancing work, family, economic, and cultural values. (Contains 14 references.) (YLB)

ED 363 800   CE 065 128

Levin-Epstein, Jodie
Teen Parents and JOBS. 1992 Statistical Snapshot.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.; Foundation for Child Development, New York, N.Y.
PUB DATE- May 93
NOTE- 38p.; Funding also provided by the Moriah Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Day Care; *Early Parenthood; *Federal Programs; *Job Training; Mothers; *Parent Education; Research Problems; Secondary Education; State Programs; *Welfare Recipients
IDENTIFIERS- *Job Opportunities and Basic Skills Program

A June 1992 survey was conducted to determine the number of teenage mothers receiving Aid for Dependent Children (AFDC) who were participating in the Job Opportunities and Basic Skills (JOBS) program of the Family Support Act of 1988, and who were receiving education, job training, and child care. Some of the findings from the statistics gathered from the 39 responding states were as follows: (1) states continue to have a limited capacity to report JOBS teen parent data; (2) approximately 32,000 teen parents were participating in JOBS, most of them in 4 states; (3) approximately 23,000 teen parents were actively participating in a JOBS education or training component; (4) only 10 states could report the number of JOBS teen parents who received AFDC child care; and (5) only 16 states report the number of teen parents under sanction (losing support for nonparticipation)--usually a 3 percent rate or lower. Explanations offered for data collection problems and lack of participation in the states included needs for better computer systems and lack of outreach personnel. (The report includes the survey instrument, a list of the 39 states responding to the survey, and sample reports from Tennessee, Florida, and Massachusetts.) (KC) of career and educational services to children, adolescents, and adults. This Choices bibliography contains references to several past and present versions of Choices. The bibliography is organized into five sections. The Systems section identifies current versions of Choices. The Theoretical and Research Foundations section includes the theory and research that has guided the development of Choices. The Evaluation and Research Reports section includes investigations of the impact of Choices in meeting the needs of various populations. The Program Descriptions section includes reports of the use of Choices within various organizations. The Support Materials section includes print-based and video-based materials for professionals and individual users that are designed to enhance the effectiveness of Choices. Citations are organized alphabetically by author in each section. A total of 63 citations are included. (Author/NB)

ED 363 820 CG 026 003

Sampson, James P., Jr.
Computer-Assisted Career Guidance: Ethical Issues Bibliography. Revised.
PUB DATE- 21 Sep 93
NOTE- 7p.; Supersedes ED 337 714; for related documents, see CG 026 002-011.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Counseling; Career Development; *Career Guidance; Computer Assisted Instruction; *Computer Uses in Education; Confidentiality; Counselor Training; *Ethics; *Standards
IDENTIFIERS- *Computer Assisted Career Guidance

This bibliography, along with other bibliographies developed by the Center for the Study of Technology in Counseling and Career Development, is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems. The ultimate aim of this effort is to improve the availability and quality of career and educational services to children, adolescents, and adults. This ethical issues bibliography contains citations that address a variety of topics including confidentiality, counselor intervention, assessment, quality of computer-based information, use of computer-assisted instruction, equality of access to computer applications, and counselor training. The bibliography begins with citations of Ethical Standards that specifically deal with computer technology and concludes with citations that deal with one or more Ethical Issues related to using computer applications in counseling, testing, and guidance. Citations are organized alphabetically by author in each of the two sections. A total of 68 citations are included. (Author/NB) country, examines the current status of Maori education, and develops a culture-specific counseling model. Opportunities for use of such a culture-specific model with the Maoris of New Zealand are considered and a variety of issues are addressed: the cognitive/learning styles of different subgroups, the assessment of acculturation, a holistic approach to counseling, the significance of bilingualism and one's native language, synergetic counseling, and familial issues. (Author/NB)

ED 363 840   CG 026 023

Mulry, Gregg
The Interaction of Gender with Health and Illness Patterns in the Family Life Cycle: A Review.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Chronic Illness; *Family (Sociological Unit); Family Problems; *Physical Health; *Sex Differences; Socialization
IDENTIFIERS- *Family Life Cycle

This document contends that gender has a significant impact on individual health status within the family. The Carter and McGoldrick (1989) family stage model is used to illustrate how gender and health interact within the family developmental process. The model of the traditional middle-class family life cycle is described as involving the following stages: the launching of the single young adult, the joining of families through marriage, the family with young children, the family with adolescents, the family at mid-life, and the family in later life. Each of these stages is seen as an epoch in which specific concerns or vulnerabilities occur in relation to gender and health. Health and gender issues for each of these stages are examined. For example, health issues considered in the first of these stages relate to Acquired Immune Deficiency Syndrome (AIDS) and mental illness, both of which involve significant gender differences. Citations from diverse sources illustrate characteristic health ramifications at each family stage. It is suggested that, depending upon the situation, gender can serve as either a vulnerability or protection factor. The document concludes that, although some gender-health disparities are due to physiology, many differences rest on socialization. A greater awareness of gender-health variations is considered helpful for anyone who works with families. (Author/NB)

achieved success) from the program. Pre- and post-surveys were administered to assess the outcome of the program and the progress of each student. Results indicated that: (1) 218 of the 248 children (88%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) the other 30 children made significant gains but not enough to reach the average of their class; and (3) the overall response of 85.6% of the 528 Reading Recovery teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery children who returned surveys was very positive and supportive. (Six tables and nine figures of data are included; a list of Reading Recovery teachers and schools for the 1991-92 year, a list of the Reading Recovery Teachers-in-Training 1992-93, and the end-of-year questionnaires for administrators, teachers in training, classroom teachers, and parents are attached.) (RS)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Freshmen; *Critical Thinking; *Critical Viewing; *Freshman Composition; Higher Education; *Student Attitudes; Student Reaction; *Television Commercials; Television Research; Writing Assignments; Writing Research
IDENTIFIERS- Media Literacy; Writing Contexts

A study examined whether assigning students to write analytically in response to video texts can lead to students becoming more critical viewers of television. A 30-second television commercial was shown to a freshman composition class with limited visual literacy training and to a class without such media literacy training. Students in both classes wrote for 10 minutes in response to highly directed prompts after viewing the commercial. Results indicated that students who had been exposed to training scored higher on their written responses than students not exposed to the media literacy training. However, pre-tests to establish the comparability of the two groups were not conducted, so results must be regarded as tentative, although end-of-semester tests indicated that students not exposed to the training were better writers than students who were trained. Case study interviews were conducted with nine students who scored high, middle, and low on the written response to the commercial. Results indicated that critical viewing skills may not always be expressed in critical writing about commercials, and that research needs to try to tease apart writing abilities from general competence in television literacy. Findings suggest that teachers should engage students in active, critical questioning of television texts using the analytical approach that English teachers already use to understand print texts. (Appendixes present a model of theories of television reception, the writing prompts, a list of selected features of high and low scores of the written responses, and mean scores.) (RS)

includes annotations (listed in chronological order) of 50 books and journal articles on content analysis published between 1893 and 1978. Eleven notes are included. (RS)

ED 363 902 CS 508 383

Hallmark, James R.; And Others
Communication Apprehension Remediation: The Interaction Effect of Video Self-Observation and Gender.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993). Research funded by a West Texas State University Faculty Research Enhancement Grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Problems; Communication Research; Higher Education; *Sex Differences; *Speech Communication; Undergraduate Students; Videotape Recordings
IDENTIFIERS- Communication Behavior; Communication Strategies

While many strategies have been suggested to treat communication apprehension (CA), no research has accounted for potential gender differences in the treatment of CA. Further, no research has documented the effect on CA of self-modeling. A study identified differences in CA remediation across gender among the following treatment conditions: video self-observation edited to display only positive behaviors; unedited video self-observation; and control (no video observation). Subjects, 308 students enrolled in "Basic Speech" or "Business and Professional Communication" at a regional southwestern university, completed communication apprehension measurement instruments prior to delivering any graded speeches. Results indicated a significant gender effect, although self-observation was not found to be an effective remediation strategy. (Contains 59 references.) (Author/RS)

parental roles have taken place without considering the various social changes that have been occurring in family life. The book explores the education policy debates of the last 50 years and reviews the social-scientific evidence on which they have been based, showing how the various educational and social reforms have been developed in particular political and social contexts. Following the introduction, chapter 2 considers the ways in which the policy content for educational change has been framed by debates about the nature of social welfare and education's relationships to families. Chapter 3 examines the developments in a social-democratic approach to social and educational policy, and chapter 4 examines how the relationships between parents and education were altered through changes in the policy context from a social-democratic to a right-wing political position. Processes in the United States and Great Britain are compared. Chapters 5-8 examine the ways in which the social-scientific research has been accumulated within the context of these changing policy proposals. Chapters 9 and 10 discuss the implications of educational changes for mothers' involvement in their own and their children's education, and of family-life changes. The concluding chapter integrates the information about how social researchers and social reformers have together developed the agenda for strategic policy developments. (LMI)

This paper presents findings of a study that examined the effect of school organization on teachers' attitudes toward their work environments. The study compared the attitudes of teachers who work in schools with an interdisciplinary team organization (ITO) with those of teachers who work in schools with a traditional departmental organization (DEP) structure. Data were collected through: (1) a survey of 47 teachers from 2 ITO middle schools and 31 teachers from 2 DEP junior high schools, and (2) interviews with a random sample of 10 percent of the teachers in each school. ITO teachers expressed more positive attitudes toward their colleagues and described their principals as more effective goal-setters than did their DEP counterparts. ITO teachers reported that they experienced less isolation and increased collaboration, but viewed their input into the school decision-making processes as inconsistent. In addition, school organization did not significantly affect teachers' attitudes toward work, beliefs about professional life, or involvement in their school's decision-making process. The recommendation is made to provide teachers with more input into decisions that affect their work. Four tables are included. Contains 42 references. (LMI)

ED 363 944 EA 025 420

Utah State Superintendent of Public Instruction Annual Report, 1991-92.
PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Educational Finance; Educational Improvement; Educational Planning; *Educational Quality; Educational Technology; Elementary Secondary Education; Public Schools; *State Action; State Legislation; *State Programs; Strategic Planning
IDENTIFIERS- *Utah

This 1991-92 annual report describes changes that are driving the 5-year Utah State Public Education Strategic Plan toward implementation. It also identifies needs and accomplishments of the State Office of Education and the school system and offers current information about funding, demographics, and programs. Fourteen parts present information on the following: the Utah Strategic Plan; Utah's Statewide Testing Program; school-based decision-making programs; the Early Intervention for Student Success program; an update on the Nine District Consortium; applied technology programs; Applied Technology Centers (ATCs), alternative education, and adult learning programs; teacher training and retraining programs; drug prevention and drug-free community training programs; the Educational Technology Initiative; the Character Education Consortium; at-risk youth programs; educational support services; and state educational finances and demographics. (LMI)

Middle School Students

This paper presents findings of a study that explored the link between school reform and classroom practice. Two interdisciplinary teacher teams comprised of a total of 11 teachers were studied at Cross Keys Middle School in Flourissant, Missouri, to understand how school-level reform becomes translated into classroom practice. Data were collected through formal and informal interviews; school, team, and classroom observations; and document analysis. Five a priori categories from an earlier phase of the research were used to discuss the mission, change, decision making, culture, and professional development in the two teams. A shared mission to fit content to students resulted in the development of integrated units that were presented with active instructional strategies in both teams. Both teams moved away from traditional curriculum and instruction in favor of a more integrated, active approach. How the visionary, prestigious, instructional, and positional leaders in the school worked in and through the teams to support innovation and to mediate disruptive school forces provided insight into the conditions necessary for translating school-level reform into altered classroom practice. One figure and one table are included. Appendices contain a summary of the Carnegie recommendations for middle-school development, a summary of contacts, the formal interview protocol, and a bibliography of documents. (LMI)

disabilities services are provided. The group conducted a series of town meetings throughout the state and concluded with a toll-free call-in day. Six themes emerged from the meetings: (1) "We have a lot to be proud of and much remains to be done" (e.g., more support to families and improved coordination of services for children); (2) individualization (e.g., individuals and families want more decision making powers, and case managers are overworked); (3) staffing (poor pay and high turnover); (4) leadership and bureaucracy (there is too much red tape and too little attention to quality; (5) inequity of resources and inconsistencies in the system (too much inconsistency among counties and between rural and urban areas); and (6) community programs and support (waiting lists are long and there is a need for respite care services). Specific study group recommendations address: individual and family support, increased funding for community programs, renegotiation of waivers, array of available services, coordination, case management, alternative approaches to quality, quality assurance functions, planning data, and guardianship. (DB)

Elementary Secondary Education; *Emotional Disturbances;
Individualized Education Programs; Interpersonal Competence;
*Intervention; Teaching Methods; *Teaching Models

This methods textbook includes interventions that beginning teachers need to understand to address the many problems they will encounter in classrooms with children who have emotional or behavioral disorders. Chapters discuss: definitions of emotional or behavioral disorders and ways in which children with these problems are classified; Individual Educational Programs and major service delivery options available to special students; methods for designing an assessment-based academic, social, and emotional curriculum for children with emotional or behavioral disorders; seven conceptual models influencing intervention; classroom management, including a description of F. Hewett's classic engineered classroom; interpersonal skills intervention; respondent and operant strategies associated with behavioral interventions; cognitive learning interventions; integrating or combining interventions; and crisis management. Each chapter contains review questions and learning activities. An appendix provides notes about resources and materials suggested for use with each chapter. A glossary is also provided. (Contains approximately 170 references.) (JDD)

SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Sep 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Agency Cooperation; Children; *Community Programs; Cost Effectiveness; *Delivery Systems; *Emotional Disturbances; Intervention; Mental Disorders; *Outcomes of Treatment; Placement; Services; Social Integration; Social Services; Systems Approach

This monograph explains the community-based systems of care approach to providing services for children and youth with emotional disorders and reviews data from 30 communities suggesting that children served in systems of care are less likely to receive services in restrictive environments or to be placed out of their homes, counties, and states. Preliminary information reviews the development of the systems of care approach, which emphasizes comprehensive and individualized services provided within the least restrictive environment with full participation of families and coordination among agencies and programs. Next, major goals of system development across various communities are identified and information on target population criteria and priorities is provided, noting that the largest percentage of children served at most sites is in the disruptive disorders category. A section on the array of services provided notes the expansion of "intermediate" services and use of case management approaches. Specific outcome indicators used in the review of the 30 community programs are then reported, including: out-of-home and community placements, utilization of restrictive service options, functional improvements, educational status, law enforcement status, family involvement, satisfaction with services, access to services, and cost comparisons. An appendix provides specific outcome data by community. (Contains 43 references.) (DB)

individualized care, the process from referral to acceptance, the process from acceptance to service plan, and the process from service provision to discharge. (Contains 58 references.) (DB)

ED 364 044 EC 302 616

Mountain Plains Regional Resource Center Final Technical Report: June 1, 1991-May 31, 1993.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Consultation Programs; *Disabilities; Educational Change; Elementary Secondary Education; Federal Programs; Information Centers; Information Needs; *Regional Programs; *Resource Centers; School Districts; *State Departments of Education; *Technical Assistance
IDENTIFIERS- *Mountain Plains Regional Resource Center UT

This final report of the Mountain Plains Regional Resource Center (Utah) describes the Center's activities in support of services to children and youth with disabilities during the 2-year federal grant period (1991-1993). It notes accomplishment of its mandate and mission to strengthen state education agency (SEA) capacities by providing needs-driven technical assistance to the area's 11 SEAs and through them to the local education agencies. A total of 188 technical assistance activities were provided via consultations, workshops and meetings, development and dissemination of products, and information searches. Areas in which technical assistance was provided include (in quantitative order): Individualized Education Programs, special populations, SEA management, transition, school reform, personnel development, technology, SEA monitoring, parents, least restrictive environment, and procedural safeguards. Specific activities in each area are detailed as well as evidence of activity impact. Also described are requests for information and products developed by the Center during the grant period. (DB)

CUHK Papers in Linguistics, Number 1.
SPONS. AGENCY- Lingnan Univ. (China).; United Board of Higher Christian Education in Asia.
PUB DATE- Aug 89
NOTE- 118p.; For individual papers, see FL 021 535-539.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Children; *English (Second Language); *Evaluation Methods; *Grammar; *Hearing Impairments; Language Acquisition; Mandarin Chinese; *Second Language Learning; *Standard Spoken Usage; Syntax
IDENTIFIERS- *Linear Ordering; Quantifiers

Papers included in this volume include the following: "Prosodic Aspects of Hearing-Impaired Children: A Qualitative and Quantitative Assessment" (Teresa Y. C. Ching); "The Role of Linear Order in the Acquisition of Quantifier Scope in Chinese" (Thomas H. T. Lee); "Some Neglected Syntactic Phenomena in Near-standard English" (Mark Newbrook); "The Effect of Explicit Instruction on the Acquisition of English Grammatical Structures by Chinese Learners" (Yan-ping Zhou); and "An Essay on Toffee Apple and Treacle Tart, Being an Imitation of Cockney Punning for TOEFL and TEASL" (Louise S. W. Ho). (Author/VWL)

(150)

DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *English (Second Language); *Grammar; Higher Education; *Instructional Materials; *Linguistic Theory; Second Language Instruction; *Structural Grammar; Teacher Education Curriculum; *Transformational Generative Grammar

Two developments in 20th-century grammar are discussed, focusing on aspects that may be useful in training teachers of English as a Second Language (ESL). The two developments are (1) the large descriptive grammars based on usage surveys, which give a systematic and detailed presentation of facts of usage, and (2) procedures for analyzing a language that provide insights into how the language works. Discussion of the descriptive grammars is in two parts, those of the earlier part of the 20th century and those of the later part. The major works of each are examined, and information particularly useful to teachers is noted. Differences in the two groups of work are examined. Discussion of grammatical analysis looks at two schools of analysis, structural and transformational grammar. Central concepts of each that are applicable to ESL instruction are explored. An annotated bibliography of 18 related items is appended. (MSE)

30-item bibliography is included and the text of the role-playing exercise is appended. (MSE)

ED 364 108 FL 021 686

Kuntz, Patricia S.
Professionalizing African Language Teaching in the United States: Meeting the "America 2000" Initiative at Title VI African Studies Centers.
PUB DATE- 4 Dec 93
NOTE- 132p.; A condensed version of this paper was presented at a workshop at a meeting of the African Language Teachers Association and African Studies Association (Boston, MA, December 4, 1993.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; *African Studies; Change Strategies; Educational Change; *Educational Improvement; Educational Planning; Federal Aid; Higher Education; Second Language Instruction; *Second Languages; *Uncommonly Taught Languages
IDENTIFIERS- America 2000; *National Defense Education Act Title VI; *Professionalism

A discussion of African language teaching in the United States argues that the profession of African language instruction is in its infancy, without a common body of knowledge, generally accepted standards of practice, or specific goals, and that it needs further development, based on earlier federal legislative mandates. It is further proposed that this process of professionalization follow a timeline, presented here, that parallels the Department of Education's reform initiative, "America 2000." An introductory section offers background information on the evolution of federal support for African studies in higher education, from the National Defense Education Act of 1958 to the present, and describes the marginalized status of African language teaching. A long-term national plan for African language teacher education, language classification, curriculum development and articulation, objectives and criteria for student assessment, establishment of teacher certification standards, research and information dissemination, and involvement of ethnic communities, is outlined. Appended materials, which comprise the bulk of the document, include data on African language instruction and area studies, state and federal support for African and other language instruction, grants, other resources, common concerns and student comments about African language instruction, federal language school proficiency requirements, teacher training and employment, curriculum design, and teacher certification. (MSE)

Scheetz, L. Patrick
Recruiting Trends 1993-94. A Study of Businesses, Industries, and Governmental Agencies Employing New College Graduates.
PUB DATE- 3 Dec 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Graduates; *Demand Occupations; Drug Use Testing; *Employer Attitudes; *Employment Opportunities; *Employment Patterns; Higher Education; Labor Market; *Recruitment; Salaries; Surveys; Trend Analysis

This report examines job market trends for new college graduates based on a survey of 618 organizations (businesses, industries, manufacturing organizations, service sector employers, government agencies and military services. Topics considered include: (1) anticipated changes in hiring trends for new college graduates, (2) changes in campus recruitment techniques and strategies, and (3) expected starting salaries by academic major and degree level. Findings indicate that, for the first time in 5 years, an anticipated 1.1 percent increase in employer hiring of new college graduates is expected. These hiring increases are anticipated in such industries as tire, rubber, and allied products; hotels, motels, restaurants, and recreational facilities; automotive equipment; and food and beverage processing. Academic majors in short supply are in chemical and electrical engineering and the Master's of Business Administration. Starting salaries are expected to be 0.4 to 1.6 percent higher than a year earlier. The report also notes that the new and emerging occupations are in the fields of computer and high technology related occupations, business systems analysts, environmental scientists and engineers, health care and medical specialists, and communications and multimedia specialists. A "medium" level rating is given as to the availability of job opportunities for all regions of the United States. (GLR)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; College Instruction; *Educational Assessment; *Educational Quality; *Higher Education; Productivity; *Program Evaluation; *Quality Control
IDENTIFIERS- *Total Quality Management

This paper defines Total Quality Management (TQM), discusses its origins, and identifies its strengths and weaknesses as they apply to higher education. The paper defines TQM as a philosophy of organizations that defines quality and improves organizational performance and administrative systems. The system originated from statistical quality control methods developed during the World War II. W. Edward Deming then convinced the Japanese that an emphasis on quality would produce benefits in productivity. Deming provided 14 principles designed from making quality a strategic advantage. Strengths of TQM for American higher education include increased employee participation and morale; better use of resources as a result of process analysis; increased cooperation across departments; enhanced solutions to problems; a common language applicable through an institution; and reduction in isolation. Various sources report that TQM weaknesses include the time and effort needed to implement the approach; leadership failure to understand TQM; lack of institutional commitment; frustration with teamwork; and limited ability to deal with larger issues like budget cuts and the challenges of multiculturalism. The paper concludes that many colleges and universities are using TQM, and that if barriers are removed, it could well serve higher education. (Contains 11 references.) (JB) short-range plans to fulfill a university mission with the aid of student outcome measures. Step 1 is to define university philosophy and mission so that plans are in accord with it. Step 2 is to analyze internal and external environments in order to be better prepared to respond to change and able to synthesize internal and external environments, where possible, with the university mission. Step 3 is to identify input and output goals and objectives. Step 4 is to articulate hopes and dreams for the future so that planners can operate enthusiastically and successfully. Step 5 is to formulate policy as modification of existing university policies may be necessary after the analysis of environments and formulation of goals. The final step, Step 6, is to evaluate the plan including developing procedures for periodical evaluation, monitoring efficiency, evaluating effectiveness, assessing progress toward goals, examining unplanned and undesirable effects, and estimating impacts of action taken versus uncontrollable external forces. (JB)

ED 364 168 HE 026 966

Scott, Robert A.
Meaning, Mission, and the Next Millennium.
PUB DATE- Nov 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blue Ribbon Commissions; Citizenship Education; *Futures (of Society); *Higher Education; Institutional Mission; *Institutional Role
IDENTIFIERS- California; Nation At Risk (A); Pew Campus Roundtable; *Wingspread Report on Higher Education

A decade after "A Nation at Risk" three new reports raise concerns about American higher education. The Wingspread Report on higher education challenges institutions of higher education to assess their myriad activities to see how effectively they are "taking values seriously," "putting student learning first," and "creating a nation of learners." The California Higher Education Policy Center has issued several reports, including "The Closing Gateway: Californians Consider Their Higher Education System." This report surveys public opinion and finds respondents unhappy with the way colleges and universities are managing budget challenges by denying access and opportunity to a new generation of citizens. The third report by the Pew Campus Roundtable project is a summary of the "sense of meeting" notes taken during discussions held at 29 campuses throughout the country. These indicate that campuses are more concerned with community, than meaning, with survival than with mission and with today rather than with tomorrow. In particular the Wingspread report reminds the higher education community that the purpose of higher education is to develop character and citizenship as well as graduate students prepared for careers and commerce and that for the past 100 years American higher education has less and less emphasized this role. (Author/JB)

ED 364 169 HE 026 968

Internationalizing Higher Education through the Faculty.
PUB DATE- Nov 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Administration; *College Faculty; Faculty College Relationship; Faculty Development; Faculty Fellowships; Fringe Benefits; Higher Education; *Incentives; International Educational Exchange; *International Programs; Teacher Exchange Programs
IDENTIFIERS- Internationalism

This booklet reviews considerations of internationalizing higher education through the experiences of faculty including obstacles and incentives to such changes. In the face of pressures to internationalize higher education that began after the World War II and continue to grow, administrators searching for effective vehicles to meet the challenge must recognize faculty as a major instrument for internationalization. The needs for institutional incentives for faculty involvement is fundamental to successful internationalization. A recent study of institutional support for Fulbright grantees found that

ED 364 188 IR 016 272

Hobbs, Vicki M.; And Others
The School Administrator's Primer on Distance Learning: Two-Way Interactive Television (I-TV) via Fiber Optics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Budgeting; *Computer Networks; Cost Effectiveness; *Distance Education; Educational Planning; Educational Technology; *Educational Television; Elementary Secondary Education; Interactive Video; Retrenchment; Rural Schools; School Administration; Small Schools; *Systems Development; Technological Advancement
IDENTIFIERS- Fiber Optics; *Interactive Television; *Two Way Television

This guide is intended to provide assistance to educators interested in developing two-way interactive television networks, addressing the educational and cost issues of this technology. Interactive television (I-TV) offers smaller or rural schools the opportunity to offer a comprehensive program within budgetary restraints. I-TV refers to the ability to receive two-way audio and two-way video in the provision of stand-alone courses from a teacher at one site to students at (typically) one to three other sites. The creation of an I-TV network through fiber optic cables enables this sharing of instructional materials. Defined terms and issues for the educator that are discussed include: (1) multi-site use; (2) simultaneous viewing; (3) the meaning of two-way; (4) full motion; (5) multi-channel; (6) a television network; (7) separating the myths and realities of I-TV; (8) questions to ask; (9) cost comparison; and (10) network description. Three sample networks are described. The guide makes it apparent that I-TV is a complicated issue, requiring careful study and planning. Appendix 1 defines terms in distance learning, and Appendix 2 lists some implementation sites. Tables summarize details of I-TV technology and compare network types. (SLD)

ED 364 189 IR 016 273

Wilson, Linda
Assistive Technology for the Disabled Computer User.
PUB DATE- 93
NOTE- 21p.; Part of the Information Resource Guide Series.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); Computer Networks; Computer Oriented Programs; Computer Peripherals; *Computer System Design; Demonstration Centers; *Disabilities; Educational Technology; Higher Education; *Microcomputers; *Resources; Sensory Aids; Technological Advancement
IDENTIFIERS- Americans with Disabilities Act 1990; Equal Access

Assistive technology that can help disabled computer users is

ED 364 207 IR 016 293

Rumble, Greville
The Management of Distance Learning Systems. Fundamentals of Educational Planning 43.
PUB DATE- 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Developed Nations; Developing Nations; *Distance Education; *Educational Administration; Educational Assessment; Educational Planning; Elementary Secondary Education; Financial Support; Foreign Countries; Higher Education; *Management Systems; Outcomes of Education; Systems Development; Telecommunications; User Needs (Information)

This booklet focuses on how to manage a distance learning system so that it maximizes the efficient use of resources while meeting its goals. The management of a distance learning system involves planning, organizing, leading, and controlling. The author focuses on the choice of institutional framework and the funding system; and then describes three major subsystems, the material subsystem involving production of materials, the service subsystem of support for students, and the administrative subsystem for management of tutors. Controlling and assessing outcomes are discussed, drawing on examples from developed countries and developing countries. Distance learning shares a number of management needs with many other enterprises, but this booklet focuses on characteristics that make distance learning needs unique. Most of these traits revolve around the physical separation of components and the tension between the production-oriented nature of the material subsystem and the goals of the student-oriented support subsystem. (Contains 66 references.) (SLD)

ED 364 208 IR 016 294

Vlcek, Charles W.
Adoptable Copyright Policy: Copyright Policy and Manuals Designed for Adoption by Schools, Colleges & Universities.
PUB DATE- 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Broadcast Industry; Computer Software; *Copyrights; Elementary Secondary Education; Faculty; *Fair Use (Copyrights); *Federal Legislation; Films; Guidelines; Higher Education; Legal Responsibility; Models; Plagiarism; Policy Formation; *Reprography; Students
IDENTIFIERS- *Copyright Compliance

This book was written to help educational institutions and their faculty and students meet the responsibilities of U.S. copyright law. Part I is a model board policy written for large or small school district or college and university boards. The

ED 364 227 IR 054 715

Grimes, Deborah J.
The Library-Classroom Link: History, Theory, and Application.
PUB DATE- 28 Jul 93
NOTE- 27p.; Paper presented at the Cooperative Ventures Conference of the Combined Media Organizations of Georgia (2nd, Jekyll Island, GA, March 9, 1990). Revised July 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Curriculum Development; *Educational Cooperation; Educational History; Educational Theories; Higher Education; *Instructional Effectiveness; Librarians; Library Cooperation; *Library Instruction; Library Role; Library Services; *Teacher Role
IDENTIFIERS- Historical Background; *Librarian Teacher Cooperation

The link between classrooms and the library is emphasized, and cooperation between librarians and instructors in developing library instructional programs is advocated. A context for academic library instruction is developed by examining its history. The philosophical rationale for library instruction is generally traced to the lectures of Ralph Waldo Emerson in the 1840s. The concepts of librarian as educator and educator as librarian developed in parallel in American educational history, with increasing demands on the librarian for instruction as the complexity of information resources has increased. The term "bibliographic instruction" had come into common parlance by the 1970s, and job descriptions and announcements began to refer to such instruction. In the current age of technological advancement, instruction is recognized as a library essential. What is actually taught is examined, with a look at the theoretical basis of library instruction. Looking at current trends in library instruction makes it clear that any approach to instruction is by necessity embedded in the subject field. Library instruction is inextricably linked to the classroom. Ways in which librarians can strengthen this link are discussed. Librarians must convince the teaching faculty that they are also serious educators, and to this goal they must increase their instructional skills. (Contains 24 references.) (SLD)

ED 364 228 IR 054 716

Lampman, Sherry, Comp.; Leitzke, Nowell, Comp.
Library Resources for Literacy: A Compilation of Information and Ideas.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Community Programs; Continuing Education; Definitions; Fund Raising; Guides; Librarians; Library Cooperation; *Library Role; *Library Services; Lifelong Learning; *Literacy Education; *Resource Materials; User Needs (Information)

ED 364 247 IR 054 747

Ward, Chip
Community Needs Assessment for Public Library Services. A Working Paper of the Utah Public Library Institute for Training.
PUB DATE- Aug 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Planning; Community Surveys; Evaluation Methods; Library Development; Library Planning; *Library Services; *Needs Assessment; Objectives; Policy Formation; Profiles; *Program Evaluation; *Public Libraries; Rural Areas; State Programs; Worksheets
IDENTIFIERS- Library Policy; Small Libraries; *Strive Toward Excellence Program; *Utah

Part of the Striving for Excellence program of the Utah State Library requires participating public libraries to conduct community needs assessments. This is a way for library directors and trustees to find out if the mission they have chosen and the policies they have written are still appropriate as they identify the strengths and weaknesses of their programs. The assessment plans detailed in this booklet are designed for small and rural libraries. A first step is preparing a community profile, and a worksheet is provided for this purpose. Two possibilities for needs assessment are a forum to focus on needs and interests of community leadership and a needs assessment survey. However the information is collected, library trustees must then analyze the findings and prepare a library development plan, summarizing the goals and objectives from the previous year as well as those for the coming year, and establishing a 6-month plan toward achieving the assessment. An appendix contains a sample survey and a brief bibliography. (Contains 7 references.) (SLD)

ED 364 248 IR 054 748

Joyce, Marilyn; And Others
An Interdisciplinary Approach to Teaching the Research Process Using Information Technology.
PUB DATE- Jul 93
NOTE- 24p.; A product of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biology; *Course Integrated Library Instruction; Disease Control; Educational Technology; English; Genetics; High Schools; High School Students; *Information Literacy; *Information Technology; *Interdisciplinary Approach; Librarians; Media Specialists; Periodicals; Prevention; *Research Skills; *Search Strategies; Teaching Methods; Writing Skills
IDENTIFIERS- *InfoTrac System

The interdisciplinary approach to the research process using information technology as implemented for sophomores at Stearns High School in Millinocket (Maine) integrates information

ED 364 267 JC 930 533

Fetler, Mark E.
Understanding the State Accountability System: Institutional Accountability in California Community Colleges.
PUB DATE- 4 Nov 93
NOTE- 35p.; Paper presented at the Annual Fall Session of the Academic Senate for California Community Colleges (25th, Los Angeles, CA, November 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Agency Role; Community Colleges; Data Collection; Information Dissemination; *Management Information Systems; Outcomes of Education; Program Costs; *Program Descriptions; Program Development; Program Implementation; School Effectiveness; *State Programs; Two Year Colleges
IDENTIFIERS- *Accountability Models; *California Community Colleges

Providing an overview of the educational and fiscal accountability system for community colleges in the state of California, this paper discusses the development of the system and describes the role of the Chancellor's Office (CO) of the California Community Colleges in accountability. Following a review of state and federal programs that include accountability requirements, the role of the CO is described, indicating that it is changing from concern with compliance and regulatory activities towards an accountability structure based on student outcomes. Next, the development of the statewide program is described, highlighting its foundations in a 1991 cost study which described four main obstacles to accountability: great variance in local management information system capabilities, uneven local research competence, local skepticism, and burdensome existing statewide reporting requirements. The components of the CO accountability proposal formulated in response to the cost study are then reviewed, including the compilation of a statewide indicators report, annual in-depth accountability studies, statewide surveys, more effective data collection and dissemination, and the CO's role as a depository/clearinghouse for exemplary models and assistance. Finally, systemwide accountability indicators are presented, including credit and non-credit students, fall 1990-fall 1992; persistence rates, fall 1990-spring 1993; course completion with a "C" or better and with a "D" or better, fall 1990-fall 1992; degree completion, 1990-92; staff diversity, fall 1990-fall 1991; college funding sources, 1989-92; and fiscal stability, 1990-93. (ECC)

ED 364 268 JC 930 534

Holder, Elizabeth; Mark, Tony
Diploma Nursing Students' Attitudes toward Psychiatric Nursing, Role Models, and Clinical Placement.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Attitude Measures; *Clinical Experience; Community Colleges; Comparative Analysis;

ED 364 283 JC 930 550

Baker, George A., III, Ed.; And Others
A Handbook on the Community College in America: Its History, Mission, and Management.
PUB DATE- 94
NOTE- 720p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- College Administration; *College Faculty; College Planning; College Role; *Community Colleges; *Educational History; Educational Practices; Educational Trends; Faculty College Relationship; *Governance; *Institutional Mission; Organizational Objectives; School Community Relationship; Student College Relationship; Two Year Colleges; *Two Year College Students

This book provides an overview of the central issues surrounding the nation's community colleges through an analysis of their history, their present state, and the possibilities for the future. The handbook is divided into 10 broad sections providing chapters written by over 50 community college practitioners. The sections address the following topics: (1) the historical development of the community college; (2) the development of the college mission and its influence on the services provided by the institutions; (3) curricular and instructional development designed to assist the community college serve its increasingly diverse student population; (4) leading and managing the community college during the societal shift from industrial age administration and management to information age leadership; (5) the influence of internal and external pressures on resource development in the community college; (6) crucial issues in human resource management, such as recruitment, retention, replacement, and reward; (7) the role of faculty in the success of the community college; (8) the need for a student development strategy that employs a variety of resources and approaches within the community college structure; (9) the effect of external forces on the performance of community colleges; and (10) issues and obligations influencing the development and mission of community colleges in the future. The volume concludes with a bibliographic essay on the most important works in the field. (MAB)

ED 364 284 JC 940 001

Meltesen, Cal; Lucas, J. A.
Student Characteristics as Compared to the Community Profile of Fall 1991. Volume XXI, No. 1.
PUB DATE- Sep 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Credits; Community Colleges; Comparative Analysis; Continuing Education; Credit Courses; Enrollment Influences; Noncredit Courses; *Paying for College; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

ED 364 300   JC 940 024

Stupka, Ed
An Evaluation of the Short Term and Long Term Impact a Student
  Success Course Has on Academic Performance and Persistence.
PUB DATE- Jul 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence;
  College Freshmen; *Community Colleges; Comparative Analysis;
  Dropouts; Matched Groups; *School Orientation; Student
  Characteristics; Student Needs; Study Skills; Two Year
  Colleges; Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Freshman Success Courses; Sacramento City College CA

A study was conducted at Sacramento City College (SCC) to determine the effects of enrolling in a first-semester student success course on academic performance and persistence. Matched pairs of students, one who took the semester-long success course and one who did not, were compared in terms of number of college credit hours completed, grade point average (GPA), and dropout rate. Only students who met the following criteria were included in the selection pools used for matching: had completed no college work previously, had completed the assessment process, participated in the standard matriculation process, and were officially enrolled at the beginning of the fourth week of classes. From two equal-sized pools, totaling over 250 students, 40 pairs of students were randomly matched on reading level, writing level, highest math course completed, and number of hours employed. The student success course addressed study skills, life skills, introduction to career planning, and orientation to college. Over the seven semesters of the study, the dropout rate of the treatment group half that of the control group. Students in the treatment group earned a grade of C or better in four times as many math courses, three times as many writing courses, and almost twice as many reading courses as the control group. When the total number of college credits earned was examined, the treatment group completed 326% more units than the control group. After seven semesters, the GPA's of the two groups were almost identical. A position paper, "Making the Case for Student Success Courses: The Importance of Front Loading the Learning Experience," is attached. (ECC)

ED 364 301   JC 940 025

Bower, Mitch; Hale, Earl
Washington Community and Technical Colleges Academic Year Report,
  1992-93.
PUB DATE- Dec 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *College Faculty; College Planning;
  Community Colleges; Educational Facilities; *Educational
  Finance; *Enrollment; Enrollment Trends; *Expenditures; Full
  Time Equivalency; *Institutional Characteristics; School
  Personnel; State Aid; Student Characteristics; Technical
  Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Washington

ED 364 319 PS 021 766

Holdgrafer, Gary
Language Development of Preterm Children.
SPONS. AGENCY- Alberta Univ., Edmonton.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Delayed Speech; Expressive Language; Foreign Countries; *Language Acquisition; *Language Research; Language Tests; Neurolinguistics; *Neurological Impairments; *Premature Infants; Receptive Language; Semantics; Syntax; *Toddlers
IDENTIFIERS- Alberta

An assessment battery, measuring multiple aspects of language, was administered to 29 children between 4 and 5 years of age who had been born prematurely. The children, who weighed less than 2,500 grams at birth after less than 37 weeks of gestation, were recruited from a cohort of children originally admitted to the neonatal intensive care unit of the University of Alberta Hospital. All children had been examined by a pediatric neurologist at 18 months, and 20 were judged to be neurologically suspect. Each child was assessed in terms of oral/motor aspects, verbosity, phonological aspects, receptive semantics, expressive semantics, receptive syntax, and expressive syntax. Outcomes were categorized as pass/fail. Each child's passing score was the number of aspects passed out of a total of seven. The majority of neurologically normal preterm children had high passing scores, but appeared to be at risk for mild language delay. The majority of neurologically suspect preterm children had lower passing scores. They also performed significantly lower on several measures than did the neurologically normal children. Consequently, they appeared to be at risk for moderate and more generalized language delays. Language aspects most at risk for delay were oral-motor, phonological, and syntactic development. Semantic development, specifically lexical comprehension, was the least likely to be delayed. (AC)

ED 364 320 PS 021 774

Cosden, Merith; And Others
The Relationship of Gender, Ethnicity, and Home Language to Age of School Entry, Kindergarten Retention and Social Promotion.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; Age Grade Placement; English (Second Language); *Grade Repetition; *Kindergarten; Kindergarten Children; Minority Groups; Preschool Children; *Preschool Education; Primary Education; *School Entrance Age; *School Readiness; Sex Differences; *Student Characteristics
IDENTIFIERS- California (South); *Latinos

ED 364 337 PS 021 888

Horton, April; And Others
Children's Use of Babytalk in Response to Target Facial Maturity.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Context Effect; *Interpersonal Communication; *Maturity (Individuals); *Young Children
IDENTIFIERS- *Baby Talk; Directive Speech; *Facial Features

This study examined children's speech to other children who varied in facial maturity. Subjects were 20 children, aged 48 to 68 months, who were randomly assigned to see drawings of either a "babyfaced" or "maturefaced" child. Subjects were shown the picture and told that the child in the picture was 3 years old; subjects were then instructed to tell the child in the picture how to make a sandwich. All directions given by the subject were tape-recorded and analyzed for several measures, including the number of nouns and the amount of "baby talk" used. Results indicated that the younger children in the subject group used more baby talk and more nouns when talking to babyfaced children than when talking to maturefaced children. Contrary to findings of previous studies, noun use was not negatively related to verb use, and noun use was more prevalent in speech to babyfaced than maturefaced target children. (MM)

ED 364 338 PS 021 891

Meadows, Sara
The Child as Thinker: The Development and Acquisition of Cognition in Childhood.
PUB DATE- 93
NOTE- 473p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Biological Influences; Child Development; *Children; *Cognitive Development; *Cognitive Processes; Foreign Countries; Individual Differences; Information Processing; *Learning Theories; Piagetian Theory; Social Influences; *Thinking Skills
IDENTIFIERS- *Cognitive Research; Vygotsky (Lev S)

This volume provides an informed and accessible overview of the whole area of children's thinking. The book reviews children's thinking in detail by discussing the ways children remember and organize information in general; the acquisition of skills such as reading, writing, and arithmetic; and the development of more complex reasoning as children grow to maturity. Following an introductory discussion on the nature and subject of cognition, the first section of the book presents descriptive studies of children's cognitive skills and knowledge, while the second examines individual differences in cognitive development. The book then examines three major models of cognitive development--Piaget, information-processing accounts, and neo-Vygotskian theories--and evaluates their different explanations of cognitive development and implications for

ED 364 357 PS 021 975

Himel, Mabel T.
"It's All in My Head": Teacher Thinking about Integrating a Block Play Center into an Upper Primary Classroom.
PUB DATE- 28 Oct 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Curriculum Design; *Elementary School Teachers; *Instructional Development; *Learning Centers (Classroom); Play; Primary Education; Qualitative Research; *Teacher Attitudes
IDENTIFIERS- Blocks; *Teacher Thinking

This qualitative, ethnographic study documented an upper primary school teacher's thinking as she planned to integrate a block play center into her classroom. Data was collected through a series of seven interviews in May, July, and August. Other methods of data collection included journal entries, stimulated recall, drawings, pictures, and notes from planning sessions. Analytic induction was used to synthesize and reduce the data set into codifiable categories indicative of content or thinking process. Analysis indicated that thinking and planning during the studied period were more mental than written, and were more cyclical than linear. Dilemmas surfaced and blocked decision making, and a period of low self-confidence interfered with the teacher's progression of decision making. The report calls for further investigation of teachers' thinking. (MM)

ED 364 358 PS 021 976

Young, Richard A.
Parental Influence in the Career and Educational Development of Children and Adolescents: An Action Perspective.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 12 Apr 93
NOTE- 7p.; Paper presented at the Annual International Roundtable on Family, Community, and School Partnerships (5th, Atlanta, GA, April 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Career Choice; Career Development; Critical Incidents Method; Foreign Countries; Parent Attitudes; *Parent Child Relationship; *Parent Influence; Parent School Relationship; Secondary Education

A research program at the University of British Columbia has investigated parents' influence on the career development of their adolescent children, focusing on parents' intentions, the actual activities they engage in, the interpersonal structure in which the activities take place, the ways in which parents and young adults construct the domain of parental influence in career development, young adults' interpretation of parental influence, and the content of actual parent-adolescent conversations about career choice. Research methods included critical incident, Q-sort, narrative, and content analysis, using information from over 500 parents and adolescents. Study findings included the following: (1) parents indicated that they did not want to influence their children's specific occupational choice, though many had an acceptable range of

ED 364 376 RC 019 393

Ayalon, Aram
Does Multicultural Education Belong in Rural White America?
PUB DATE- 93
NOTE- 19p.; Paper presented at the Annual Conference of the National Rural Education Association (Burlington, VT, October 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bias; Cultural Differences; *Cultural Pluralism; Educational Change; Educational Research; Elementary Secondary Education; *Multicultural Education; Racial Attitudes; *Relevance (Education); *Rural Education; *Rural Population; Rural Schools; Rural Urban Differences; Stereotypes

This paper addresses the relevance of multicultural education in rural areas, particularly rural schools with a majority white population. Multicultural education does not lend itself to a single set of methods nor to a single curriculum. For example, one approach enhances the educational opportunities of members of minority groups, while another approach addresses diversity within the larger society and the world. In the past two decades researchers have found that rural residents were less tolerant than urban dwellers toward civil liberties, sexual nonconformity, religious and political nonconformity, support of minority office-seekers, and racial and ethnic minority groups. Additionally, rural white residents tended to view education about minority groups as irrelevant to their communities. Population trends indicate increasing growth in metropolitan areas and decreasing growth in rural areas. With this population shift, the gap between rural and urban incomes has widened. Rural schools could become instrumental in improving rural economies but have been criticized as being inadequate in preparing students for changing economic and social realities. Multicultural education could become instrumental in rural school reform by sparking examination of teaching strategies, curriculum, staffing, and school organization, and by addressing respect for cultural and ethnic diversity. Further research examining possible links between rural schooling and multicultural education are discussed. (LP)

ED 364 377 RC 019 394

Knisley, Charles C.
Factors Influencing Rural Vermont Public High School Seniors To Aspire or Not To Aspire to a Four Year College Education. A Research Study.
PUB DATE- 14 Oct 93
NOTE- 34p.; Paper presented at the Annual Conference of the National Rural Education Association (Burlington, VT, October 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; *College Bound Students; Disadvantaged Schools; Economically Disadvantaged; High Schools; High School Seniors; *Noncollege Bound Students; Public Schools; *Rural Schools; *School Attitudes; *Student Attitudes; Student School Relationship

ED 364 397 RC 019 419

Neely, Steve
Personnel Recruitment/Selection/Induction in Small/Rural Schools.
PUB DATE- Oct 93
NOTE- 38p.; Paper presented at the Annual Rural and Small Schools Conference (15th, Manhattan, KS, October 25-26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Criteria; Elementary Secondary Education; *Employment Interviews; Occupational Information; Personnel Management; *Personnel Selection; Rural Schools; *School Districts; School Personnel; Small Schools; *Teacher Orientation; *Teacher Recruitment; Teacher Selection
IDENTIFIERS- Kansas

This paper provides tips and resources for the recruitment, selection, and induction of teachers and other school personnel. These materials were developed with rural and small schools in mind; some resources focus on Kansas. Means of recruitment are discussed, including internal search, referrals, college and university placement services, professional organizations, and advertisements. Steps in the selection process are outlined. An overview is presented of induction of beginning teachers, desired outcomes of induction, information needs of beginning teachers, the nature of personal adjustment to the workplace, and necessary components of the induction process. This paper also includes components of a job description; a sample job description; sample selection criteria for a sixth-grade teaching position and a high school English teaching position; interview questions for teaching applicants; a sample job posting; questions for an employment application, with examples of discriminatory and nondiscriminatory questions; application forms for teachers, nonprofessional personnel, and principals; sample acceptance and rejection letters; a listing of Kansas colleges and universities with teacher placement services; and a listing of Kansas professional organizations that advertise administrator vacancies. (SV)

ED 364 398 RC 019 422

Matthews, Walter R.; And Others
Developing Successful Proposals in Women's Educational Equity, Volume I: The Guide = Desarrollo de propuestas exitosas relacionadas con la equidad educativa de la mujer, volumen I: La guia. Volume II: The Supplement. Volume III: The Swipe File. Volume IV: Workshop Training Manual.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE- 79
NOTE- 1,057p.; Contains some small or broken print; also some inked underlinings and other markings.
LANGUAGE- English; Spanish
EDRS Price- MF08/PC43 Plus Postage.
PUB TYPE- n and a high school English tea interview questions for teaching applicants; a sample job postin,Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 364 417 SE 053 896

Millar, Robin; And Others
Children's Performance of Investigative Tasks in Science: A Framework for Considering Progression.
PUB DATE- Sep 93
NOTE- 32p.; Paper presented at the Annual Meeting of the British Educational Research Association (Liverpool, England, United Kingdom, September 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Educational Research; Elementary School Science; Elementary School Students; Elementary Secondary Education; Foreign Countries; *Inquiry; Process Education; Science Education; Scientific Concepts; Secondary School Science; Secondary School Students; *Student Evaluation
IDENTIFIERS- *PACKS Project (United Kingdom); *Performance Based Evaluation; Progress Reporting; Science Process Skills; United Kingdom

This paper begins by exploring some general issues associated with the idea of progression in education in general and in science education in particular. These are then related to the particular domain of interest of the Procedural and Conceptual Knowledge in Science (PACKS) Project, which is concerned with the responses of children, aged 9 to 14, to science investigation tasks and the understanding they bring to bear in responding. A model linking performance and understanding is proposed. Data from PACKs Project is used to illustrate one aspect of this model, showing how decisions about investigation frame provide one indicator of progression in performance. (Author)

ED 364 418 SE 053 899

Warkentin, Robert W.; And Others
Discontinuities in Science Teachers' Instructional Beliefs and Practices across Grade Levels.
PUB DATE- 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; College Faculty; College Science; *Educational Practices; Educational Research; Higher Education; High Schools; Junior High Schools; Middle Schools; Science Education; *Science Instruction; *Science Teachers; Secondary School Science; *Teaching Methods

This study tested two hypotheses: (1) that significant differences exist, across academic levels, in science teachers' conceptions about the nature of learning; and (2) that corresponding differences exist in how science teachers formulate, carry out, and monitor instruction/classroom activities, and in the kinds of study activities they encourage their students to perform. Eight middle school teachers, 10 high school teachers, and 9 college professors participated in the study. A teacher survey questionnaire was composed of the following dimensions: (1) indicators of a successful science student, (2) factors that influence student learning, (3) kinds

ED 364 441 SO 023 199

Romania: A Selection of Teaching Materials. Education for Democracy Project.
PUB DATE- 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Current Events; *Democracy; Foreign Countries; Global Approach; *Instructional Materials; Multicultural Education; Secondary Education; Social Change; Social Studies; *World History
IDENTIFIERS- Global Education; *Rumania

These classroom materials on Romania are intended to be used in U.S. history, European history, world history, area studies, or current affairs courses. The materials are designed to offer an historical framework for considering current events, as well as some insight into the events, ideas, issues, and personalities involved in Romania's struggle for democracy. The materials include maps, a timeline, geographic information, and a series of articles from newspapers and magazines. (DB)

ED 364 442 SO 023 203

Reed, Elaine Wrisley; And Others
Helping Your Child Learn History, with Activities for Children Aged 4 through 11.
PUB DATE- May 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Early Childhood Education; Elementary Education; *History Instruction; Learning Activities; Local History; Parent Child Relationship; *Parent Materials; *Parents as Teachers; *Parent Student Relationship; Resource Materials; Teaching Methods

U.S. educators recognize that the study of history is a vital part of a child's overall education and that parents are in the best position to encourage their children's natural interest in history. This booklet is designed as a tool for parents to use in stimulating their children's active involvement in learning about history. The booklet includes: basic information about history, and approaches for parents to use when enjoying history with their children, aged 4-11; history activities that parents and their children can do--at home, in their community, and out of town--for no or little cost; and history resources in parents' communities and nationally in bookstores and libraries. (DB)

ED 364 443 SO 023 248

Armstrong, Melinda; And Others
Peace Education, Multicultural Issues, and Conflict Resolution. Three Perspectives from Members of COPRED's Working Group on Primary/Secondary Peace Education. Peace Education Miniprints No. 42.
PUB DATE- Mar 93

ED 364 465 SO 023 503

Metcalf, Fay
Log Cabins in America: The Finnish Experience. Teaching with Historic Places.
PUB DATE- 93
NOTE- 17p.; Photographs may not reproduce clearly. For related documents in this series, see SO 023 502-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *History Instruction; *Housing; Immigrants; Instructional Materials; Maps; Presidents of the United States; *United States History
IDENTIFIERS- *Finnish Americans; *Log Buildings

This document, from the lesson plan series, "Teaching with Historic Places," examines the Scandanavian (particularly Finnish) origins of the log cabins that early U.S. settlers occupied. Following an introductory section, the document sets out student objectives, teaching activities, readings, and illustrations. The teaching activity suggestions include details on "Setting the Stage"; "Locating the Site"; "Determining the Facts"; and "Putting It All Together." A section that encourages the use of visual evidence calls upon students to examine 10 photographs and two sketches, all of which the lesson plan includes. There also are three map exhibits. Readings include "The Log Cabin Tradition"; "Long Valley Finnish Structures"; and "Log Cabin Politics." (SG)

ED 364 466 SO 023 504

Metcalf, Fay
Attu: North American Battleground of World War II. Teaching with Historic Places.
PUB DATE- 93
NOTE- 16p.; Photographs may not reproduce clearly. For related documents in this series, see SO 023 502-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Historiography; *History Instruction; Learning Activities; Local History; Military Air Facilities; *Military Personnel; Primary Sources; Secondary Education; *World War II
IDENTIFIERS- Alaska (Attu); *Aleutian Islands; *Historic Sites

This lesson from the "Teaching with Historic Places" series is based closely on the National Register of Historic Places nomination file on Attu Battlefield and U.S. Army and Navy Airfields on Attu, a National Historic Landmark. Materials for students include: (1) a reading outlining the Japanese occupation and U.S. recapture of Attu; (2) maps indicating the location of the battle sites; and (3) a series of photographs depicting the battle and its aftermath. The lesson could be used in teaching a U.S. history unit on World War II. Students benefit from studying this battlefield because the Battle of Attu was fought on a comprehensible scale and provides an example of the indomitable spirit of soldiers on both sides of World War II fighting for what the believed to be a just cause. Students learn to explain how the Japanese occupation and U.S. recapture of Attu were significant in the history of the Second World War. They can describe the complexity of even a relatively small scale military campaign. In addition students

ED 364 488 SO 023 627

Lawyer/Doctor Education Team. Progress Report.
SPONS. AGENCY- American Medical Association, Chicago, Ill.; Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Aug 92
NOTE- 17p.; For related items, see SO 023 625-628.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Education; Community Surveys; *Cooperative Programs; *Drug Education; *Drug Use; Elementary Secondary Education; Instructional Materials; Law Related Education; School Community Relationship; Social Responsibility; *Substance Abuse
IDENTIFIERS- American Bar Association; American Medical Association; Partnerships in Prevention

This document reports the results of a program guide survey sent to all recipients of a program guide, "Partnerships in Prevention" that was developed jointly by the American Bar Association (ABA) and the American Medical Association (AMA) for use in state law related education projects, bar associations and others. The program guide contains step by step instructions for developing, implementing, and maintaining projects, background information on alcohol and other drug abuse, and 14 interactive lessons to use in sessions with youth. Recipients of the guide also received an educational cartoon video, and a list of alcohol and other drug prevention and education resources specific to their state. The ABA received 54 responses or 18%. Currently 13 state and 26 community projects are being conducted throughout the United States. Although most reported projects have been conducted in schools, some have been implemented in community youth organizations, juvenile justice settings, parents groups, and social service agencies. All current projects planned to continue or expand their efforts. Four reported projects were not continued after the first year. Respondents reported not initiating projects because of limited availability or resources, adequacy of existing prevention programs, and plans to consider the project at a later date. Respondents cited a variety of benefits from the collaboration between the medical societies and bar associations including increased dialogue, networking with other groups, and improved public image. Summaries of state and local projects are included. (DK)

ED 364 489 SO 023 628

Law-Related Education Programs in Juvenile Justice Settings.
PUB DATE- Sep 92
NOTE- 21p.; For related items, see SO 023 625-627.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Correctional Education; *Correctional Institutions; *Delinquent Rehabilitation; Juvenile Courts; Juvenile Gangs; *Juvenile Justice; *Law Related Education; Secondary Education
IDENTIFIERS- American Bar Association

This documents consists of a list by state of programs sponsored by the American Bar Association to teach law related education in correctional institutions and other juvenile justice settings. The directory lists 14 programs in institutional schools and diversion programs in 17 states. Under the

ED 364 506 SP 034 802

Wittman, Sally
Masterpiece Me: Children's Activities in Anatomy and Development. Children's Activity Series.
PUB DATE- 93
NOTE- 74p.; For related documents, see SP 034 801-803. Illustrated by Sally Wittman.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anatomy; Class Activities; Elementary School Students; *Health Education; *Human Body; *Individual Development; Instructional Materials; Integrated Curriculum; *Learning Activities; Primary Education; Sexuality; Teaching Guides
IDENTIFIERS- Age Appropriateness; *Body Awareness

The supplemental teaching resources provided in this book offer a variety of concrete, visual activities designed for the use of classroom and daycare center teachers to help young children feel proud and comfortable about their changing bodies. The lessons help children develop a healthy, age-appropriate foundation in anatomy and development. With a positive attitude about their bodies, children are better prepared for future sexuality education. Reproducible masters for student activity sheets and teacher patterns are found at the end of each lesson, along with suggestions for integrating lessons into art, science, math and other areas of the primary curriculum. Seven sequenced lessons use songs, murals, and puzzles to teach young children that: (1) they already know quite a lot about their own bodies and to help them begin to name the parts of the body; (2) there are four stages of life (baby, child, adult, older adult), and all human beings go through these stages; (3) their bodies have been growing all along and will continue to grow until adulthood; (4) the body is changing all the time; (5) the body is a whole made up of parts; (6) all body parts grow and change; and (7) a child's body has an exciting future. (LL)

ED 364 507 SP 034 803

Picco, Elizabeth Raptis
Baby Basics: Children's Activities in How Life Begins. Children's Activity Series.
PUB DATE- 93
NOTE- 62p.; For related documents, see SP 034 801-802. Illustrated by Eric Berg.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary School Students; *Family Life; *Health Education; Infants; Instructional Materials; Integrated Curriculum; *Learning Activities; Plant Growth; *Plant Propagation; Primary Education; *Reproduction (Biology); Teaching Guides
IDENTIFIERS- Age Appropriateness

These supplemental teaching resources promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade, and offer a variety of concrete, visual activities to help young children understand how life begins for all living things. The format of each

ED 364 526 SP 034 863

Montana Assessment for Health Enhancement.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 92
NOTE- 29p.; For related documents, see SP 034 862-864.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Elementary Secondary Education; *Fused Curriculum; *Health Education; Health Promotion; Physical Education; *Rating Scales; State Standards
IDENTIFIERS- *Comprehensive School Health Programs; Healthy People 2000; Montana State Department of Education

The purpose of this guide is to enable schools and school districts to develop, select or assess a comprehensive health enhancement curriculum that combines health and physical education into one integrated program. The evaluation instruments in this booklet were developed by the Montana Office of Public Instruction around the newly adopted requirements and guidelines. Since this assessment is based on accreditation standards in health enhancement, goals and learner outcomes for the program are provided. This booklet outlines health enhancement learner goals (primary, intermediate, and upon graduation); health enhancement program development; criteria organization; preparation for curriculum development; using the criteria; and curriculum analysis. Curriculum evaluation forms focus on: goals and objectives, content, teaching strategies, learning experiences, materials, time, evaluation, cultural equity, sex equity, district-specific criteria, moving beyond the curriculum into other areas of the school program, and a summary of curricula analyses. The document concludes with a section entitled "Healthy People 2000" that presents national health promotion and disease prevention objectives, and a list of resources. (LL)

ED 364 527 SP 034 864

Montana Health Enhancement...An Expanded Concept: Assessment and Planning.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 92
NOTE- 31p.; For related documents, see SP 034 862-863. This model was developed from the New York State Education Department's "On the Right Track."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Health Services; Curriculum Guides; Elementary Secondary Education; *Fundamental Concepts; Fused Curriculum; Health Education; *Health Promotion; Holistic Approach; Physical Education; *Program Development; *Program Evaluation; *School Health Services; State Standards
IDENTIFIERS- *Comprehensive School Health Programs; Montana

Comprehensive health enhancement programs (CHEPs) are a

ED 364 545   SP 034 915

Marso, Ronald N.; Pigge, Fred L.
Training and Management Perceptions of Public School Testing Directors: Implications for Teacher Educators.
PUB DATE- Oct 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; *Administrator Responsibility; Competency Based Education; Elementary Secondary Education; Higher Education; Program Administration; Program Effectiveness; *Program Evaluation; Public Schools; *Skill Development; Standardized Tests; Teacher Education Programs; Testing Programs; Test Interpretation; Test Use
IDENTIFIERS- Tests and Measurement Courses

Testing program directors from approximately 100 randomly selected school districts in Ohio reported their perceptions of the testing competencies most needed to successfully manage their standardized testing programs and of the perceived value of their university training in developing these competencies. It was found that competencies associated with interpreting test scores, reporting test results to others, and general testing program administration were perceived as most needed by these directors. The value of university training was not highly regarded and was perceived by these directors as most lacking in developing skills associated with the general management of testing programs, in reporting test results, and in translating test results into instruction. The directors with and without training in guidance counseling and in testing and evaluation differed in their perceptions of testing directors' responsibilities such as encouraging district use of test results, and they differed in their perceptions of most needed testing related skills and of the value of university training in developing their testing related competencies. References and five statistical tables are included. (Author/LL)

ED 364 546   SP 034 916

Tomic, Welko
Effective Teaching Practices.
SPONS. AGENCY- Open Univ., Heerlen (Netherlands).
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affective Objectives; Cognitive Objectives; *Educational Objectives; Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Learning Strategies; Literature Reviews; Student Behavior; *Teacher Behavior; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Interpretive Research; *Lesson Structure; Netherlands; *Process Product Research

Before the cognitive shift in educational psychology, research on teaching practices that brought about desired student outcomes were dominated by the process-product research program, a

ED 364 564 TM 020 717

Shute, Valerie J.; Gawlick-Grendell, Lisa A.
If Practice Makes Perfect, What Does Less Practice Make? Interim Technical Paper for Period March 1991-March 1992.
SPONS. AGENCY- Armstrong Lab, Brooks AFB, TX. Human Resources Directorate.
PUB DATE- Jun 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Computer Assisted Instruction; Educational Environment; Flight Training; Higher Education; Job Training; *Learning; Military Training; Outcomes of Education; Performance; *Problem Solving; *Transfer of Training; Vocational Education
IDENTIFIERS- Computer Tutors; *Intelligent Tutoring Systems; *Practice

This research examines the subject of practice and transfer effects using an intelligent tutoring system (ITS) teaching novel knowledge and skills (i.e., flight engineering). Previous research has shown that when more time is spent exercising new cognitive skills, performance is improved and the cognitive load is reduced. Other research has demonstrated that when the number or variety of example problems is small, learning tends to be rapid, but transfer tends to be weak. The purpose of this research was to test these ideas in a controlled setting using an ITS that was manipulated to yield 2 contrasting learning environments: "extended" (12 problems per problem set), and "constrained" (3 problems per problem set). Subjects were 356 male and female adult high school graduates without any experience in flight engineering. The environments differed only in the number of practice problems requiring solution in the various problem sets. Results show that while subjects in the constrained environment completed the curriculum significantly faster than did subjects in the extended version, there were no differences between conditions on any of the outcome measures. But when the data were examined across problem sets, latency and error-type differences between the two groups were found. Three figures and one table present study findings. (Contains 8 references.) (Author/SLD)

ED 364 565 TM 020 718

Bloom, Charles P.; And Others
Artificial Intelligence in Training (AIT). Interim Technical Paper for Period February 1991-October 1991.
SPONS. AGENCY- Armstrong Lab, Brooks AFB, TX. Human Resources Directorate.
PUB DATE- Apr 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Computer Software Development; *Expert Systems; *Interaction; Knowledge Level; *Training
IDENTIFIERS- *Artificial Intelligence in Training; Expertise; *Knowledge Acquisition; Prototypes

The objective of the current research program was to develop a prototype knowledge acquisition tool that could enable the investigation of knowledge acquisition issues for instructional

ED 364 583   TM 020 809

Report on Case Study of the Effects of Alternative Assessment in Instruction, Student Learning and Accountability Practices. Project 3.1: Alternative Assessments in Schools: The Effects of Alternative Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 108p.; Papers presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Case Studies; Classroom Techniques; *Educational Assessment; Educational Attitudes; Educational Practices; Elementary Education; *Elementary School Mathematics; Knowledge Level; Learning; Literacy; Parent Attitudes; Research Methodology; Standardized Tests; *Student Evaluation; Teacher Attitudes; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *Alternative Assessment; Assessment Effects; Learner Based Accountability System; *Performance Based Evaluation

Four papers follow and document the progress of the Center for Research on Evaluation, Standards, and Student Testing in understanding questions related to alternative assessment based on case studies in three elementary schools. The research questions include consideration of the logistical constraints that must be respected in developing alternative assessments and the features that can be feasibly integrated with instruction. Also considered are changes in teachers' knowledge and beliefs about assessment and instruction resulting from the project and the effect of new assessments on learning. The four papers are: (1) "Dilemmas and Issues for Teachers Developing Performance Assessments in Mathematics" (Roberta A. Flexer and Eileen A. Gerstner); (2) "Dilemmas and Issues in Implementing Classroom-Based Assessments for Literacy" (Elfrieda H. Hiebert and Kathryn Davinroy); (3) "Teachers' Ideas and Practices about Assessment and Instruction" (Hilda Borko, Maurene Flory, and Kate Cumbo); and (4) "Parent Opinions about Standardized Tests, Teacher's Information and Performance Assessments" (Lorrie A. Shepard and Carribeth L. Bliem). (Contains 57 references.) (SLD)

ED 364 584   TM 020 810

Wolf, Shelby; Gearhart, Maryl
"Writing What You Read": A Guidebook for the Assessment of Children's Narratives. Final Deliverable--September 1993. Project 3.1: Studies in Improving Classroom and Local Assessments. Portfolio Assessments for Narratives at the Elementary Level.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 44p.; Funding also received from the California Assessment Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports -

ED 364 604 TM 020 852

Rivera, Bernadette Delgado
The Use of Analysis of Covariance: User Beware.
PUB DATE- Nov 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Heuristics; Mathematical Models; *Regression (Statistics); Reliability; *Research Methodology; Research Problems
IDENTIFIERS- *Variables

The analysis of covariance as a procedure for statistical correction of the effects for an extraneous variable, called a "covariate," is presented. An heuristic data set is used to make the discussion of the calculation of ANCOVA partitions easier to follow. A discussion of homogeneity of regression as an essential condition to be met when conducting ANCOVA is discussed. Data reliability and the interpretation of the residualized dependent variable as major issues when applying ANCOVA are also discussed. It is suggested that caution must be exerted when applying ANCOVA to statistically correct for differences due to a covariate. Five tables and two appendixes. (Contains 24 references.) (Author)

ED 364 605 TM 020 877

House, J. Daniel; Keeley, Edward J.
Differential Prediction of Graduate Student Achievement from Miller Analogies Test Scores.
PUB DATE- Nov 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Illinois Association for Institutional Research (Oakbrook Terrace, IL, November 4-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Admission (School); *Age Differences; Education Majors; Grade Point Average; Grades (Scholastic); *Graduate Students; Higher Education; Masters Programs; *Predictive Validity; *Sex Differences; Test Bias; *Test Validity
IDENTIFIERS- *Miller Analogies Test

Although the Miller Analogies Test (MAT) is used extensively as an admissions test for graduate programs, relatively little research has examined the validity of the MAT for predicting subsequent graduate student achievement and no published studies have examined differential prediction of student performance from MAT scores. There were two purposes of this study. The first purpose was to investigate the validity of the MAT for predicting the achievement of graduate students in education. The second purpose of this study was to examine the extent of age and gender differences in prediction of graduate student performance from MAT scores. The students included in this analysis were a sample of 1,438 students who began master's level study in education at a large private university during a seven-year period. Results from this study indicated that MAT scores were significantly correlated with students'

ED 364 624 UD 029 602

Mitchell, Robert
The Multicultural Student's Guide to Colleges: What Every African-American, Asian-American, Hispanic, and Native American Applicant Needs To Know about America's Top Schools.
PUB DATE- 15 Sep 93
NOTE- 857p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indians; Asian Americans; Black Students; College Applicants; College Bound Students; College Choice; College Environment; *Colleges; *Equal Education; *Ethnic Groups; Guides; Higher Education; Hispanic Americans; *Minority Groups; *Multicultural Education; *Universities
IDENTIFIERS- African Americans; American Indian Students; Asian American Students; Hispanic American Students; Native Americans; Student Handbooks

This guide offers in-depth profiles of most of the country's top schools and seeks to fill the void left by other college guides by providing information that will allow students of color to make wise and confident college choices. Information was provided by admissions offices and students at each of the more than 200 colleges profiled. Categories are not an exact measure of diversity, but they give a sense of whether the school puts a premium on creating a diverse community and intellectual life and the extent to which it is successful. Statistics include information about costs and aid, applications procedures, enrollment and percentages of non-white students, retention rates and support services, and ethnic studies programs and activities. Information is provided about the racial composition of faculty and the teacher-student ratio, as well as recent non-white speakers who have appeared on campus. A list of predominantly black colleges is attached. (SLD)

ED 364 625 UD 029 603

Darling-Hammond, Linda
Federal Policy Options for Chapter 1: An Equity Agenda for School Restructuring.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, N.Y. Business Roundtable.
PUB DATE- Sep 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Children; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; Educational Legislation; Educational Policy; Elementary Secondary Education; *Equal Education; Evaluation Methods; *Federal Programs; Financial Support; Inservice Teacher Education; *Policy Formation; *Program Improvement; Resource Allocation; *School Restructuring; Staff Development
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Equal Access; Policy Issues; Reform Efforts

This paper suggests specific changes in Chapter 1 legislation (up for reauthorization in the fall of 1993) to make it more policies and procedures for leave and fringe benefits at many institutions inhibit rather than encourage faculty international involvements. Obstacles to international involvement include: termination of fringe benefits during foreign assignments, restrictions on the co-mingling of sabbatical pay with external funding; expecting a faculty member to use a hard-earned sabbatical year to work abroad under potentially difficult conditions; and loss of merit pay or tenure/promotion evaluations. In general faculty are more likely to participate if they receive recognition and support. Administrative policies that aid involvement can include official statements and policies proclaiming a commitment to faculty involvement; establishment of performance expectations for such projects; flexible leave policies; public recognition; and other types of encouragement. (Contains four references.) (JB)

ED 364 170 HE 026 973

Schultz, Debra L.; And Others
To Reclaim a Legacy of Diversity: Analyzing the "Political Correctness" Debates in Higher Education.
PUB DATE- 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Curriculum; Conservatism; Curriculum Development; Ethnic Groups; Ethnic Studies; Financial Support; Higher Education; Liberalism; *Mass Media Role; Minority Groups; *Multicultural Education; Negative Attitudes; Political Influences; Politics of Education; Resistance (Psychology); *Social Action; Social Attitudes; Womens Studies
IDENTIFIERS- *Diversity (Groups); *Political Correctness

"Political correctness" has recently been appropriated by organizations and individual advocates seeking to attack and focus negative media attention on reforms in higher education. This report documents both the facts and media distortions that have shaped almost a decade of campus debate on affirmative action, multicultural and feminist curriculum reform, and programs to diversify college campuses. The report also highlights the conditions that have given rise to an unrivaled backlash in academia. Topics addressed include media coverage of political correctness, conservative activism in higher education, liberal responses to the backlash, funding patterns, and campus violence/campus climate issues. Appendices include a chronological list of media coverage that addressed political correctness issues between 1989 and 1993, a list of activist networks of student newspapers on campuses, statistics concerning people of color and women in higher education, the addresses and phone numbers of National Council for Research on Women Member Centers throughout the country, and a list of selected guides and resources concerning integrating women of color into the curriculum. (GLR)

ED 364 171 HE 026 974

Professional Judgment in Eligibility Determination and Resource Analysis.
PUB DATE- Nov 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

described, and a resource guide to computer help for the disabled is presented. The Americans with Disabilities Act of 1990 has broad implications for higher education, in that it mandates that colleges and universities give disabled students equal access to computers on public campuses. Broadly defined, assistive technology includes any device or piece of equipment that increases the independence of a disabled person. The ordinary personal computer or network station has several potential problem areas for the disabled person. Common access problems and their solutions are described, grouping current technologies that assist the disabled into the following categories: (1) visual impairments; (2) mobility impairments; and (3) speech, language, and hearing impairments. The resource guide lists and briefly describes 14 resources for the disabled computer user, divided into categories for the United States, Canada, and North Carolina. It also lists electronic resources, including two Internet/Telnet sources and nine Bitnet list servers. (SLD)

ED 364 190 IR 016 274

Kotlas, Carolyn, Comp.
Computers and Copyrights: Bibliography.
PUB DATE- Mar 93
NOTE- 8p.; Part of the Information Resource Guide Series.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Centers; *Computer Software; *Copyrights; Courseware; Educational Media; Higher Education; Information Networks; Multimedia Instruction; Optical Data Disks

This bibliography lists sources of information to help college and university computer center staff to interpret copyright law as it relates to software, optical disks and other formats used in multimedia development and classroom presentations. The document is designed to be useful in answering faculty and student questions, formulating campus policies, and building an information collection for dealing with a wide range of copyrighted materials. The 58 items in the bibliography include books, articles, government documents, ftp (file transfer protocol) files, brochures and listserv discussion groups. The materials address the following topic areas: (1) copyrights in the academic environment; (2) software and copyright; (3) copyright and new media technologies; (4) online copyright discussion and news groups; and (5) general guides to copyright. (KRN)

ED 364 191 IR 016 275

Sharp, George F., Jr.
The Development and Implementation of a Five-Year Plan for the Integration of Computers throughout a Total School Curriculum.
PUB DATE- Oct 92
NOTE- 273p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Attitudes; Educational Planning; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; School Districts; Teacher Attitudes
IDENTIFIERS- New Jersey; Teacher Surveys; *Technology Plans

policy can be modified to meet specific needs. Part II contains the details and procedures applying to faculty use of copyrighted material, designed as a manual that can be changed to meet changing needs without requiring board approval. This part includes: (1) an overview of copyright law; (2) a synopsis of the law as it applies to commonly-used media; (3) a description of the role of an institutional copyright officer who can manage the details of the law and provide staff training; (4) a quick guide to the copyright law for faculty; and (5) information on how to obtain permission for duplicating copyright materials. Part III, which is written by Jerome K. Miller, is an adoptable student copyright manual. Appendixes include accepted guidelines for classroom copying of print materials, music, broadcast programming, and software; guidelines for photo-copying for interlibrary loans; permission forms; addresses of selected institutions granting copyright permission; and selected passages from the copyright law. (Contains 21 references.) (KRN)

ED 364 209   IR 016 295

Video Instructional Development and Educational Opportunity Program (Senate Bill 709). 1992 Progress Report.
PUB DATE- 92
NOTE- 18p.; For the 1991 report, see ED 349 948.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); *Distance Education; Educational Technology; *Educational Television; Elementary Secondary Education; *Grants; *Interactive Video; Postsecondary Education; Program Descriptions; Public Television; State Aid; *State Legislation; *State Programs; Telecommunications; Videotape Recordings
IDENTIFIERS- *Video Instr Develop Educ Opportunity Prog MO

Missouri's Video Instructional Development and Educational Opportunity Program (VIDEO), enacted by the General Assembly of the state of Missouri through Senate Bill 709, encourages all educational institutions in the state to supplement educational opportunities through the use of telecommunications technology, including instructional television programming and satellite broadcast instruction. VIDEO has three subprograms: (1) grants to public school districts, institutions of higher education, and public television stations for equipment and instruction; (2) development of instructional programs to be transmitted through the airwaves or by cable available free of charge to the public; and (3) development of instructional programs to be made available on a subscription basis. Grants for initial access, continuation, broadcast, program development, and discretionary funds for innovative projects are available under the VIDEO program. This report presents summaries of the first three years of the program, including numbers and types of schools participating, the amount of funding provided, and the size and number of grants made. Brief descriptions of successful projects funded by VIDEO are provided in the last section of the report. (KRN)

ED 364 210   IR 016 385

Kuntz, Patricia S.
African Studies Computer Resources.
PUB DATE- 11 Sep 93
NOTE- 10p.; For a related document, see IR 054 717.

IDENTIFIERS- Library Funding; *Minnesota

This compilation was put together to help librarians work for literacy in their communities more effectively. Information was gathered from tip sheets produced as part of the 1987-1990 Community Alliances for Literacy and Learning (CALL) project and from tip sheets that were part of the 1991 Library Resources for Literacy project. Additional information was synthesized from newsletters, other publications, and the input of participants in five Library Resources for Literacy workshops in 1991. Chapter 1, "Fostering Community-Wide Literacy," defines the many views of literacy that different approaches have used. "Librarians as Partners," Chapter 2, reviews the ways librarians can work with local literacy services, including participation on Literacy Action Councils. Chapter 3, "Thinking Literacy," provides statistics about literacy in the country and in Minnesota, emphasizing the importance of lifelong literacy efforts. In Chapter 4, "Minnesota Resources," 10 Minnesota agencies and resources for literacy are listed. Chapter 5, "Information Resources," lists 73 resources on adult literacy and adult basic education. Entitled "Fundraising," Chapter 6 covers fund raising efforts for literacy programs. (SLD)

ED 364 229 IR 054 717

Kuntz, Patricia S.
Computer Networks and African Studies Centers.
PUB DATE- 15 Aug 93
NOTE- 28p.; Paper presented at the Annual Meeting of the African Studies Association (Seattle, WA, November 23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Culture; *African Studies; *Computer Networks; Computer Oriented Programs; Electronic Mail; Foreign Countries; Information Dissemination; Information Networks; Organizations (Groups); *Resource Centers; Technological Advancement; *Telecommunications; *User Needs (Information)
IDENTIFIERS- Africa; African Studies Association; Internet; USENET

The use of electronic communication in the 12 Title VI African Studies Centers is discussed, and the networks available for their use are reviewed. It is argued that the African Studies Centers should be on the cutting edge of contemporary electronic communication and that computer networks should be a fundamental aspect of their programs. An informal survey of center personnel and the Association of African Studies Programs and the African Studies Association has indicated that, while all the centers have word processing capabilities, only nine of the centers' administrators are hooked into their mainframe computer systems. Only the staff of the Wisconsin center are using any other networking systems. The numerous advantages of networking for the African Studies Centers include the possibility of direct network connections with African countries. Africanists have used the following four fundamental computer systems for research and extension: (1) Internet/Bitnet; (2) Fidonet; (3) Usenet; and (4) various bulletin board services. Features available for each of these systems are described. The four networks and the services they provide are fundamental tools for Africanists that should be readily available and extensively used. Appendixes include a list of international networks to Africa; a directory of African electronic mail addresses; and descriptions of Internet, NewsNet, Fidonet, and bulletin board features. (SLD) skills and technology into biology and English curricula by helping students overcome obstacles encountered in the presearch or planning phase of the research process. After an introductory unit on genetics, each student selects a topic related to his family medical history and disease prevention. Each student uses information technologies to formulate a central research question and then to organize and conduct the search. Seven teachers work with about 100 students during this unit. The library media specialist serves as a facilitator. Because other schools might consider adopting this approach, program goals and outcomes are described, with specific procedures and instructions for program implementation. At Stearns High School, InfoTrac is the electronic magazine index used. The interdisciplinary approach teaches students how to use the research process to develop a plan for a healthy lifestyle as it improves writing skills and teaches the value of information technology. Five handouts complement the discussion. (Contains 2 references.) (SLD)

ED 364 249 IR 054 749

Baer, Nadine L.; Johnson, Karl E.
"See" References for Authors' Names Revisited.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cataloging; College Libraries; Higher Education; *Information Retrieval; *Library Catalogs; Library Instruction; Library Research; Library Surveys; Problems; *Search Strategies; *User Satisfaction (Information); Use Studies
IDENTIFIERS- University of Rhode Island

The study reported in this paper was conducted to determine the need for "see" references for authors' names in library catalogs. Nine-item patron questionnaires were placed in the University of Rhode Island's main library. Over the course of six years, 160 questionnaires were completed, 47 by undergraduate students, 76 by graduate students, 17 by faculty, and 20 by other patrons. Only two of the 160 patrons encountered a "see" reference while using the library's card catalog. The surnames patrons used to search the catalog were correct 94% of the time. Forenames were correct 88% of the time. Patrons failed to locate items held by the library 23% of the time. Reasons for failure were: (1) filing rules or cataloging information displayed were misunderstood; (2) information about the holding library was not understood; and (3) the call number of the desired item was incorrectly transcribed. These results suggest that time spent on providing "see" references would be more productively spent in patron instruction. (Contains 11 references.) (KRN)

ED 364 250 IR 054 750

Telecommunications and Teachers: Preliminary Findings from a National Survey.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports -

Curriculum Development; Foreign Countries; *Nurses; *Nursing Education; Outcomes of Education; Psychiatric Hospitals; *Psychiatric Services; Role Models; *Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- Humber College ON; *Psychiatric Nursing

A study was conducted at Humber College to investigate the attitudes of college-prepared diploma nursing students towards psychiatric nursing. Specifically, the study sought to determine the effect of psychiatric nursing role models on student attitudes, and whether a relationship existed between clinical placement and student attitudes. The study sample consisted of 38 diploma students entering the psychiatric nursing course at Humber College, including 21 assigned to psychiatric units in two community hospitals and 17 placed in a large mental health center in Ontario. The majority of the students (89%) had no previous exposure to nursing, and 56% had previous contact with mentally ill persons. Most of the students (77%) were under 32 years of age. The Attitude Toward Psychiatric Nursing Scale was given to the students at the beginning and end of the course, and the Environmental Rating Scale administered when the clinical experience was completed. Student attitudes were more positive toward the staff at the mental health center than toward the staff at the community hospitals. On the pretest, those students placed in the mental health center held a more positive attitude than students in the community hospitals, though after the psychiatric nursing course the groups in the community hospitals had a more positive change in their attitudes than those in the larger center. The most positive attitude changes at the community hospitals concerned milieu therapy, psychotherapist orientation, and the community mental health model. The more negative changes for the larger mental health center concerned the medical model, psychotherapist orientation, and the community health model. There were no significant differences in the student groups' responses to the Environmental Rating Scale. Study results supported an increased emphasis on the role of intervention in nursing. Contains 27 references. (ECC)

ED 364 269   JC 930 535

Myers, Richard S.
Employer Survey Results for the Graduating Class of 1991-92.
PUB DATE- Nov 93
NOTE- 41p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; Community Colleges; Education Work Relationship; *Employer Attitudes; Graduate Surveys; *Job Performance; Job Satisfaction; *Job Skills; Participant Satisfaction; Personnel Evaluation; Questionnaires; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Piedmont Virginia Community College

In an effort to evaluate the occupational success of graduates and to determine how well academic programs prepare students for work, Piedmont Virginia Community College (PVCC) regularly conducts surveys of employers of PVCC graduates. In fall 1993, surveys were sent to the employers of 47 graduates from the class of 1991-92 who had previously given permission for their employers to be contacted. Usable responses were received from 25 of the 47 employers, for a response rate of 53.1%. Survey findings included the following: (1) approximately 80% of the

IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to develop a profile of fall 1991 students, compare student and community demographic data, and determine the percentage of various community sub-groups served by the college. A random sample of 500 degree credit students (DCS's), representing 3.2% of the DCS population, and 300 non-degree credit students (NCS's), representing 3.2% of the NCS population, were surveyed. Based on responses from 377 (75%) of the DCS's and 225 (75%) of the NCS's and an analysis of 1990 census data, study findings included the following: (1) the average age of male DCS's was younger than that of female DCS's; (2) the average age of NCS's was 40 years old; (3) about 40% of DCS's enter WRHC with some college coursework; (4) among NCS's, three-fourths enter with some college coursework and more than a third have a bachelor's degree or more; (5) over half of DCS's work full-time, earning an average of $37,354 annually, while three-fourths of NCS's work full-time, earning an average of $50,974 annually; (6) slightly less than half of DCS's are paying for their own education, while 80% of NCS's indicated that they pay for their own education; (7) 18% of the degree-credit students were receiving employer contributions for their education; and (8) one-third of the DCS's stated that they had enrolled in WRHC for a baccalaureate oriented program, while about three-fourths of the NCS's enrolled for general interest courses. (MAB)

ED 364 285   JC 940 002

Lucas, J. A.; Beach, Patrick J.
Follow-Up Study of Former Food Service Management Students, 1985-1990. Volume XXI, No. 2.
PUB DATE- Sep 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Education Work Relationship; *Food Service; *Graduate Surveys; Managerial Occupations; Outcomes of Education; *Participant Satisfaction; *Program Evaluation; Self Evaluation (Groups); *Student Attitudes; Student Behavior; Student Characteristics; Two Year Colleges; *Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of the program evaluation and review process at William Rainey Harper College (WRHC) in Palatine, Illinois, a follow-up study was conducted of students who had successfully completed four or more courses in the college's Food Service Management Program between 1985 and 1990. Questionnaires were mailed to 176 former students. Study findings, based on a 43% response rate, included the following: (1) the average age of the respondents at the time of enrollment was 21.6 years; (2) 54% of food service students were male, 8% were minority, and 23.5% lived out of the school district; (3) respondents typically attended WRHC for 3 years and achieved an average grade point average (GPA) of 2.84; (4) only 57.5% of the respondents graduated from WRHC; (5) 85% of the respondents were employed, and 68% were employed full-time; (6) only 6.7% of the employed respondents who sought food-service employment were in non-food service fields; (7) the most common employment among respondents was in food service and food production, for which students earned an average annual salary of $24,000; (8) 72% of the respondents reported being satisfied in their jobs, while

Designed to answer the most frequently asked questions about Washington community and technical colleges (WCTC's), this report provides information about students, courses, faculty, staff, expenditures, and facilities for the 1992-93 academic year and historical data from 1988-89 through 1992-93, where available. While the state's community and technical colleges were merged into a single system in fall 1991, data for technical colleges' personnel and student characteristics were not available for this report. Following a brief history of the WCTC system, the five sections of this report examine courses offered; enrollments and student demographics, including full-time equivalents (FTE) by funding source and by college; community college personnel; facilities; and expenditures. Highlights of the report include the following: (1) during 1992-93, Washington community colleges served 362,511 unduplicated headcount students; (2) 19% of the community college student population were minorities, compared to a state minority population of 14%; (3) in 1992-93, WCTC expenditures totaled $521 million from all revenue sources, including $426 million in state funds; (4) WCTC capital appropriations for 1991-93 were $109 million; (5) the 32 campuses in the system occupy a total of 2,912 acres of land; (6) the WCTC enrolled the equivalent of 126,016 full-time equivalent (FTE) students each quarter in 1992-93, of whom 107,115 were in state-funded courses; and (7) in 1992-93, the WCTC employed 7,781 state-supported, FTE faculty, administrative, and exempt, classified, and other professional staff, representing a 3% increase over the previous year. Detailed data tables are included. (PAA)

ED 364 302 JC 940 039

Fair, Lillian; And Others
Needs Assessment Studies of Certified Nurse Assistants and Administrators. Volume XXII, No. 7.
PUB DATE- Nov 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Community Colleges; Comparative Analysis; Computer Literacy; *Educational Needs; *Employer Attitudes; Job Performance; Job Satisfaction; *Job Skills; Needs Assessment; *Nurses Aides; *Occupational Surveys; *Personnel Evaluation; Salaries; Self Evaluation (Individuals); Two Year Colleges

As part of an educational needs assessment, a survey was conducted by William Rainey Harper College (WRHC) in Palatine, Illinois, of Certified Nursing Assistants (CNA) and of administrators at institutions known to employ CNA's. Survey instruments were mailed to two groups. The first group, 153 administrators at institutions employing CNA's, were sent both a Form A survey, to be completed by administrators, educators, and supervisors, as well as a Form B survey to be distributed to CNA's (Sample A CNA's). In addition, surveys were sent directly to 391 CNA's on WRHC's mailing list (Sample B CNA's). Administrators returned 53 surveys, for a 34.6% response rate, as well as 78 surveys completed by CNA's. Among CNA's contacted directly, 70 surveys were returned for a 17.9% response rate. Study findings included the following: (1) the administrative group reported that the tasks most frequently performed by CNA's were basic patient care and vital signs, and rated CNA job performance highly in these two areas, compared to low ratings related to rehabilitation/restorative care; (2) among

Over the past 10 years, kindergarten classes have escalated their academic demands in order to prepare children to begin first grade. In tandem with curricular changes, many parents have elected to "hold out" their children from first grade for an additional year, and increasingly, schools are using kindergarten retention in response to early school failure. A study assessed the impact of student characteristics on holding out and retention or promotion practices. Data on all 1,089 kindergarten students in one South Central California school district were analyzed, including student age, gender, ethnicity, home language, age of entry, and decisions regarding grade retention, promotion, and advancement. Approximately 68% of the students were Latino, and 32% Anglo. Study findings included the following results: (1) on average, boys started school at 67.5 months and girls at 66.7 months; (2) neither ethnicity nor home language influenced age of school entry; (3) over 10% of the children had been held out of school an extra year by their parents, 4.2% had been previously retained, 5% were recommended for retention the following year, and 19.9% were advanced to first grade with concerns about their promotion; (4) children in the youngest part of their cohort were more likely than older children to be held out, retained, or recommended for retention; and (5) English-speaking Latino students were more likely to be recommended for retention than Spanish-speaking Latinos, although the reasons for this particular pattern were unclear. (Contains 28 references.) (AC)

ED 364 321 PS 021 785

Emergent Literacy in Early Childhood Education: Course on Emergent Literacy in Early Childhood Education (Haifa, Israel, October 25-December 20, 1992).
PUB DATE- 93
NOTE- 176p.; Young Child and the Family Environment Project Series 2.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Bilingual Education; Bilingualism; *Child Development; Diglossia; Early Childhood Education; *Early Reading; Family Influence; Foreign Countries; *Language Acquisition; *Literacy; *School Readiness
IDENTIFIERS- Biliteracy; *Early Writing; *Emergent Literacy; Mediated Learning Experience

The purpose of a 1992 course on emergent literacy in early childhood education was to formulate a shared definition of literacy; create awareness of the developmental process involved; test previous assumptions, methods, and techniques in the light of new knowledge; and develop pedagogic approaches and curricula relevant to the existing conditions in the course participants' communities. Following an introduction, this publication contains the major lectures delivered during the course: (1) "Introduction to Literacy" (Rina Michalowitz); (2) "Acquisition of Language and Literacy" (Dorit Ravid); (3) "Sensory-Motor Integration as a Precursor of Literacy Skills" (Luba Zuk); (4) "The Developmental Bases for School Adjustment" (Galia Rabinovitz); (5) "Language, Reading and Reading Programs" (Miriam Gillis-Carlebach); (6) "Emergent Literacy--From Theory to Practice" (Ilana Zeiler); (7) "Emergent Literacy: Children's Ways of Writing in Preschool Years" (Ana Sandbank); (8) "Literacy Acquisition in a Diglossia Situation" (Jihad Iraki); (9) "Literacy, Development and Bilingual Education" (Hanna Ezer); (10) "Bilingualism and Biliteracy" education. Biological and social factors that may be involved in normal and suboptimal cognitive development are discussed in the fourth section of the book. Finally, the book provides a review of crucial issues involved in understanding cognitive development and of the new data and models that have emerged in the last few years. Contains over 1,800 references. (TJQ)

ED 364 339 PS 021 892

Pigdon, Keith, Ed.; Woolley, Marilyn, Ed.
The Big Picture: Integrating Children's Learning.
PUB DATE- 93
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Change Strategies; *Curriculum Development; Elementary Education; Elementary School Teachers; English Instruction; Evaluation Methods; Foreign Countries; *Holistic Approach; *Integrated Curriculum; Planning; *Student Evaluation
IDENTIFIERS- Australia

This book offers guidance to elementary school teachers in Australia on establishing an integrated learning environment in which students are encouraged to confront and consider important ideas and decide the most effective ways of communicating these ideas to others. An approach is presented that seeks to maintain a balance between structured teacher planning and interactive learning. The six chapters of the book are: (1) "The Context and the Framework" (Keith Pigdon and Marilyn Woolley), which articulates a framework of ideas and approaches to integrated learning, arguing that the essence of "the big picture" lies in the ideas which drive curriculum planning and provide the purposes behind teaching and learning strategies; (2) "A Planning Model" (Pigdon and Woolley), which presents a model for planning and implementing integrated curriculum units; (3) "Translating the Model into Practice" (Kath Murdoch), which offers a case study of a particular unit on the environment; (4) "Language and Integrated Learning" (David Hornsby and Jo-ann Perry), which illustrates how integrated learning approaches can be implemented in a language program; (5) "Assessment and Evaluation" (Jeni Wilson), which suggests that integrated learning approaches require comprehensive and systematic observation, analysis, and record-keeping; and (6) "Bringing about Curriculum Change" (Neville Johnson), which considers the issues of implementation at classroom and school levels. (AC)

ED 364 340 PS 021 893

Kagan, Sharon L.; Neville, Peter R.
Parent Choice in Early Care and Education: Myth or Reality?
PUB DATE- Jun 92
NOTE- 17p.; Monograph from the A. L. Mailman Family Foundation Symposium (June 1992): "The Shifting Contexts of Parent Choice in Early Childhood Education."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Welfare; Day Care; *Early Childhood Education; *Educational Change; *Educational Quality; *Parent Participation; *School Choice
IDENTIFIERS- *Day Care Selection; *Parent Empowerment

occupations they hoped their children would aspire to; (2) school figured prominently in the critical incidents that parents engaged in with their children; (3) many parents felt that they could lay a suitable groundwork for their children's career development by influencing them broadly to become responsible and capable people; and (4) the constructs employed by parents and adolescents in constructing the domain of parental influence of career development included responsibility, open communication, active involvement of parents, and encouragement of autonomy. Schools can help parents be effective if they address parents' intentional, goal-directed activities. Contains 15 references. (AC)

ED 364 359 PS 021 977

Atmore, Eric, Ed.
Introducing Health Education to Educare Projects: A Case Study.
PUB DATE- Nov 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Health; Community Services; Course Content; Foreign Countries; *Health Education; Interviews; *Preschool Children; Preschool Education; Program Administration; *Program Design; *Training Methods
IDENTIFIERS- *Educare; *South Africa

Grassroots Educare Trust is a training and service organization for community-controlled educare centers. Sharon Hostetler, a volunteer community health worker/trainer, helped launch a 6-day health program for educare workers in South Africa. In post-aparthied South Africa, the preschool field has been identified as an important target group for preventive health care. In a subsequent interview, Sharon Hostetler discusses her experiences developing the 6-day program, in which two trainees from each of the Educare centers participated. The program was developed around the information the trainees asked to learn, which ranged from simple health problems such as runny noses, to major trauma. Information on AIDS and HIV was also added. Among the difficulties Hostetler notes in her interview were the lack of basic teaching materials such as blackboards and electronics equipment; the pressure of covering a lot of material in so short a time, often without enough materials for the size of the group; the need to improvise when resupplying first aid kits, for example, making bandages from old clothes; and the paradox of teaching the concept of health to people who must live in essentially unhealthy environments. She also noted the need for trainees to follow up and make certain their instructions were being followed. The program was successful, Hostetler notes, largely because the trainees selected the content and committed themselves to it. Topics covered in the course as well as supplies for the first aid boxes are listed. (HTH)

ED 364 360 PS 021 993

Right in the Middle: A Report of the Connecticut Task Force on the Education of Early Adolescents.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Dec 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

IDENTIFIERS- *Vermont

A survey of 772 high school seniors in 18 economically disadvantaged rural Vermont public high schools examined differences between students who planned to attend a 4-year college or university and those who did not. The survey instrument consisted of 105 statements pertaining to personal background and demographic data, locus of control, community-related factors, and school-related factors. Most respondents were females between 17 and 18 years of age, who reported their family income to be above $20,000, received mostly As and Bs in school, and reported that their parents had a high school education or above. Half reported being in the college preparatory academic track while 29 percent reported being in the general or vocational track. Significant differences between groups were found for 64 of 105 variables. Students aspiring to a 4-year college education perceived their high school experience in a more positive and different manner than their similar-status peers who did not so aspire. Students aspiring to attend college felt that a college education was essential for a satisfying career, that they had control over their level of success, that their community provided few career opportunities, and that their school experiences motivated them to continue learning. Includes numerous data tables and the survey instrument. (LP)

ED 364 378 RC 019 399

LaPrairie, Carol
Dimensions of Aboriginal Over-Representation in Correctional Institutions and Implications for Crime Prevention = La surrepresentation des autochtones dans les etablissements correctionnels et ses repercussions sur la prevention du crime.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Canada Natives; Correctional Institutions; Crime; Crime Prevention; *Criminals; *Demography; Foreign Countries; *Inner City; Prisoners; Rural Urban Differences; *Socioeconomic Status
IDENTIFIERS- *Canada; Criminal Justice System

Written in English and French, this report focuses on the relationship between the demographic characteristics of aboriginal inmates in Canadian correctional institutions and those of registered Indians residing in urban areas, particularly inner-city areas. Correctional data show that the proportion of aboriginal people in institutions has not decreased in any significant way over the past decade, that aboriginal inmates are predominately status Indians who committed crimes in urban areas (particularly Western cities), and that aboriginal crime (particularly violent crime) appears to be disproportionate to nonaboriginal crime both on- and off-reserve. Aboriginal crime rates were higher on reserves than in urban areas, while incarceration rates were higher in urban areas, suggesting that reserve communities find alternative responses to crime and disorder. With some regional variation, on-reserve registered Indians were lower in educational attainment and virtually all other socioeconomic indicators than other aboriginal groups, except for those in inner cities. Limited data suggest that inner-city Indians may be the most disadvantaged and dysfunctional of all aboriginal groups. Findings suggest that socioeconomic status may be a more potent

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Equal Education; Grants; *Grantsmanship; Higher Education; Program Administration; Program Development; *Program Proposals; *Proposal Writing; Womens Education; *Writing Workshops

Four volumes present materials and a training workshop on proposal writing. The materials aim to give people the skills and resources with which to translate their ideas into fully developed grant proposals for projects related to educational equity for women. However, the information is applicable to most other funding procedures. The first volume, "The Guide," is available in English and Spanish and consists of the following parts: (1) prewriting phase (developing the idea, selecting a funding source, and preparing to write); (2) proposal writing phase (rationale, plan of action, evaluation plan, management plan, budget, and putting the parts together); (3) postwriting phase (final review, submitting the proposal, and agency response and negotiations); and (4) making the project work (program structure and administration). Checklists and worksheets are included. The second volume, a supplement, contains resource information that is useful in researching and writing a proposal. Keyed to the topics in the guide, it includes resources on funding projects focusing on educational equity for women, sources of background and research data on women, and samples of each proposal component. The third volume, consisting of three successful proposals and reviewer comments, can be used as a model for a fully developed proposal. The fourth volume is a training manual consisting of a 2-day workshop agenda, 13 lesson plans, handouts, and worksheets. Each lesson plan includes purpose, time required, materials needed, and a detailed sample narrative that is annotated with tips for trainers. (SV)

ED 364 399   RC 019 425

Utter, Jack
American Indians: Answers to Today's Questions.
PUB DATE- 93
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alaska Natives; American Indian Culture; American Indian Education; *American Indian History; American Indian Reservations; *American Indians; *Demography; *Federal Indian Relationship; Federal Programs; Land Use; Treaties; Tribal Sovereignty; *Tribes
IDENTIFIERS- Bureau of Indian Affairs; Tribal Government

This book aims to fill part of the gap that exists between commonly held misconceptions and the realities of American Indian history and modern life. Part I discusses the "doctrine of discovery," a European legal theory invented to justify the acquisition of Indian lands, and explains why the issue of discovery has had so great an impact on American Indians. Part II contains 115 questions and answers covering definitions and demography; tribes; treaties and agreements between tribes and the United States; misinformation and stereotypes; American Indian languages, culture, and religion; wars; American Indian reservations, natural resources, land use, economics, and social services; legal status of Indians, tribal sovereignty, tribal government, and issues of jurisdiction; structure and programs of the Bureau of Indian Affairs; Indian Health of student study activities encouraged by teachers, and (4) teaching activities. Among the conclusions were: the major differences on these scales were between college and high school teachers, and college teachers tend to emphasize more cognitive processing strategies for learning, i.e. emphasizing student's attempts to learn, remember and understand academic information. In contrast, high school teachers tend to emphasize more effort management, self-regulatory skills, and environmental monitoring activities (e.g. goal setting, keeping to a schedule, feedback). (PR)

ED 364 419 SE 053 910

Good, Ron; And Others
Multiculturalism Redefined in Science Education.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Cultural Pluralism; Culture; Elementary Secondary Education; *Multicultural Education; Science Curriculum; *Science Education; Science History; Scientific Methodology
IDENTIFIERS- Nature of Science; Philosophy of Science

In this paper, a science educator, a social studies educator, and a language educator begin by considering the question of multiculturalism in science education. When multiculturalism is understood as the process of understanding the contextual and situated nature of all knowledge, multiculturalism becomes not something which one puts in science education, but is inherently part of, and necessary to, understanding science and the scientific process. Science, like culture, is not an object to be described, but is negotiated, temporal, and emergent. For students of science to gain a deeper understanding of science and scientific progress the authors argue for more context and complexity in science education. Exploring culturally embedded assumptions regarding the nature of science through using the histories and philosophies of the natural science would help students better understand the dynamic, complex natures of the natural sciences. Multiculturalism should result in a more, rather than less, dynamic science. (PR)

ED 364 420 SE 053 917

Space Station Freedom. An Activity Book for Elementary School Students.
PUB DATE- Feb 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; *Aerospace Technology; Elementary Education; Elementary School Science; Elementary School Students; Parent Materials; *Science Activities; Science Education; Science Teachers; Scientific Concepts; *Space Exploration; Space Sciences
IDENTIFIERS- *Space Colonization; Space Shuttle

This booklet was prepared by the National Aeronautics and Space Administration (NASA) for use by teachers in the classroom or

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; International Education; *Interviews; Multicultural Education; *Peace; *Role of Education; *Teacher Attitudes; War
IDENTIFIERS- *Peace Education

The project group "Preparedness for Peace" at the Malmo School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of peace and war. As part of this work, experts with special interest and competence in areas related to peace education are interviewed. This publication explores the views of Melinda Armstrong, Ann Hardt and Priscilla Prutzman, all three of whom are active participants in the Consortium on Peace Research, Education and Development's Working Group on Primary/Secondary Peace Education. (Author)

ED 364 444 SO 023 253

Bjerstedt, Ake, Ed.
Peace/War Issues from a Psychological Perspective. A Selective Bibliography. Revised.
PUB DATE- 93
NOTE- 57p.; For earlier edition, see ED 351 253.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Foreign Countries; International Education; *Peace; *Psychological Studies; Psychology; Social Science Research; *War
IDENTIFIERS- *Peace Education

This bibliography lists publications related to peace education and the psychological aspects of war and peace. The publications are from around the world and the majority are written in English. (DB)

ED 364 445 SO 023 263

Kallner, Pam; And Others
Perspectives on the World: International Education Instructional Units.
PUB DATE- 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; Foreign Countries; *Instructional Materials; *International Education; Lesson Plans; Social Studies; *Teacher Developed Materials; Units of Study
IDENTIFIERS- *Bexley City Schools OH

This publication is a compilation of lessons and unit plans developed by teachers of the Bexley, Ohio City School District through an international education program. Sample lesson plans include: "Giant Pandas from China" (Grade 1); "Haiku Writing" (Grade 4); and "Treasures--Ancient Civilizations of Ohio" (Grade 7). Unit plans include: Civil Rights (Grades 1 and 2); Native Americans (Grades 2 and 3); Individual Differences (Grade 2); The Oral Tradition (Grades 1 and 3); Plants (Grades 1-5); Games (Grades 2-6); Stereotyping (Grades 4-6); Prejudice learn to analyze different sources of information relating to a particular historic site. Students can discuss both the valor of the American soldiers, who fought under weather conditions considered among the worst in the world, and the loyalty of the Japanese troops to their emperor and their cause. Activities include researching the battle, examining the entire Pacific campaign, and trying to arrange for veterans who fought in the Aleutians to come to class and speak. Further readings are suggested. (DK)

ED 364 467 SO 023 505

Metcalf, Fay
Run for Your Lives! The Johnstown Flood of 1889. Teaching with Historic Places.
PUB DATE- 93
NOTE- 14p.; Photographs may not reproduce clearly. For related documents in this series, see SO 023 502-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *History Instruction; Learning Activities; Maps; *Natural Disasters; Social Studies; *United States History
IDENTIFIERS- *Floods; *Pennsylvania (Johnstown)

This document, from the lesson plan series, "Teaching with Historic Places," explores the Johnstown Flood of 1889. An introduction reviews the historical facts of the disaster that claimed over 2200 lives and produced 17 million dollars in property damage. The document sets out objectives for students and suggests teaching activities. Sections include "Setting the Stage"; "Locating the Site"; "Determining the Facts"; and "Visual Evidence." Readings and activities accompany the sections. There is a map of the area where the flooding occurred, an illustration of the South Fork Dam, and seven photographs of the flood damage. The document also includes sections on "Further Reading" and "Visting the Sites." (SG)

ED 364 468 SO 023 506

Metcalf, Fay
Roadside Attractions. Teaching with Historic Places.
PUB DATE- 93
NOTE- 14p.; Photographs may not reproduce clearly. For related documents in this series, see SO 023 502-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Folk Culture; *History Instruction; Local History; *Popular Culture; Social Studies; *Tourism; *United States History
IDENTIFIERS- *Roadside Attractions

This document, part of the lesson plan series, "Teaching with Historic Places," examines roadside attractions of the United States. Following introductory material the document sets out student objectives and teaching activities. Among the instructional suggestions are sections on "Setting the Stage"; "Locating the Sites"; "Determining the Facts"; and "Putting It All Together." The lesson plan includes nine photographs, eight of which are incoporated into a lesson on using visual evidence. There are readings and activities on the subjects of "Representational Architecture"; "Wigwam Village No. 2"; and diversion programs, first time or misdemeanor offenders participate in law related education programs on decision making skills, basic legal responsibilities, criminal and family law, early gang involvement, educational motivation, cultural pride, parenting skills, and substance abuse, among others. The directory lists coordinators, addresses, and phone numbers for teen courts in 16 states. In several of the states, more than one location is identified. Combination programs are identified and described in four states, California, Kentucky, Oregon, and Wisconsin. In addition, community based programs in Kentucky, Maryland, Massachusetts, New Mexico, New York, and Virginia are described. Other activities include a group in Pennsylvania that has developed a Pennsylvania-specific juvenile justice manual and teachers' guide that is used in juvenile justice facilities throughout the state. A Seattle, Washington group is listed that has developed a law related education curriculum and manual for juvenile justice facilities in that state. (DK)

ED 364 490 SO 023 645

Wahlstrom, Riitta
Growth towards Peace and Environmental Responsibility. From Theory to Practical Implications. Publication Series B. Theory into Practice 67.
PUB DATE- 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Educational Research; Educational Theories; Elementary Education; *Environmental Education; *Ethical Instruction; Foreign Countries; International Education; Learning Activities; *Peace; Teaching Methods
IDENTIFIERS- *Peace Education

This report presents the results and activity ideas created by a peace and international education project. The project implemented and evaluated activities suitable for primary school pupils over a three-year period. The goals, contents, and methods presented are those of peace and environmental education. The teaching suggestions, methods, and activity ideas are based on knowledge and research results in developmental and sociopsychological studies and on moral education. The report discusses the meaning, functions, and impact of peace and international education. Peace and environmental education are discussed from the following perspectives: integration, general pedagogical principles, implementation possibilities, and new learning theories and practices. The report tries to answer the question of how to create the values, attitudes, and skills that make people act for peace and global survival. The document discusses structural violence and education for positive peace, human rights, experiential learning, cooperative learning, promoting moral growth, growth for tolerance, promoting empathy and altruism, and learning for cooperation and non-violence in the areas of peace and environmental education. Environmental responsibility is broken down into sensitivity to nature and environmental education, and environmental education as a part of formal education. The project found that teachers needed to have a positive attitude towards new ideas in order to create a new model of teaching. Problems of implementation can be lesson is designed to help classroom and daycare center teachers introduce children to different kinds of plant and animal babies, laying the foundation for future lessons about human reproduction. Reproducible masters for student activity sheets and teacher patterns, and suggestions for integrating the activities into art, science, math, and other areas of the primary curriculum, are found at the end of each lesson. Activities include creation of eggshell gardens, collages, mobiles, biographies, and other hands-on projects as children learn: (1) all living things begin as babies; (2) all living things make more babies (reproduce); (3) some babies begin life from a seed (plants); (4) some babies begin life from an egg; (5) baby seeds grow into flowering plants; (6) every baby is unique; and (7) babies need special care to grow strong and healthy. A discussion of the beginning of human reproduction and babies is optional contingent upon the school district's family life education policy. (LL)

ED 364 508 SP 034 809

Guy, Marilyn J., Ed.
Teachers and Teacher Education: Essays on the National Education Goals. ERIC Teacher Education Monograph No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College School Cooperation; *Cultural Pluralism; *Educational Change; Educational Environment; Elementary Secondary Education; Ethnography; *Family School Relationship; Higher Education; Inservice Teacher Education; *Liberal Arts; Parent Participation; Partnerships in Education; Preservice Teacher Education; *Program Improvement; Teacher Education Curriculum; Teacher Role
IDENTIFIERS- *National Education Goals 1990; *Professional Development Schools

Six national education goals to be achieved by the year 2000 were established by the federal government and the nation's governors in 1990. The five essays in this monograph examine some of the changes taking place in society and in schools and colleges that are related to the six goals. The "Introduction" (Marilyn Guy) is followed by "Communities within Community" (Dolores Escobar and Carol C. Mukhopadhyay), which discusses the multiple and integrated cultures that shape the environments of today's students. "Family and School Coalitions: Surmounting Obstacles" (Earline D. Kendall) explores issues connected with changes in family life and parent participation. "Collaborating To Improve Teacher Education: A Dean of Education's Perspective" (Iris M. Tiedt) highlights the need for education faculty to take the initiative in the process of incorporating the perspectives of teachers, business leaders, and community social workers into the total curriculum of preservice teachers. "Teaching and Teacher Education: An Institutional Challenge and Commitment" (Janet S. Gross) discusses teacher education and its redesign from the liberal arts faculty perspective. Finally, "Professional Development Schools and Teacher Education: Policies, Problems, and Possibilities" (Dale L. Lange) provides a historical analysis of the professional development school curricular area required by new Montana accreditation standards. The curriculum combines the disciplines of health and physical education into an integrated, holistic, health-oriented program. A CHEP incorporates an expanded concept of health services--healthy school environment, employee wellness and assistance programs, and other programs and services outside the classroom. This assessment and planning manual helps schools and communities create or improve their CHEPs using the "Expanded Health Enhancement Grid." The grid offers a framework for identifying and assessing current efforts supporting the program and for planning strategies to enhance the health and well-being of students and the entire community. The manual identifies 9 components within 10 concept areas that define the broad scope and coordinated approach of the CHEP and provides a 5-step process for using the grid. Six appendixes provide: components of an expanded health enhancement program with questions and suggestions; a blank grid; a grid with sample questions; a grid analysis form; an action plan; and information on establishing a CHEP and wellness advisory committee. (LL)

ED 364 528 SP [illegible]4 865

HIV/AIDS Education: Audio Visual Directory.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- Sep 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; American Indians; *Audiovisual Instruction; Blacks; Elementary Secondary Education; Film Libraries; *Health Education; *Health Promotion; School Personnel; Spanish Americans; Special Needs Students; *Videotape Recordings; Young Adults

This directory of audiovisual materials on Human Immunedeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) lists approximately 60 titles available as of September 1992. In addition to titles, the catalog provides borrowing information, short descriptions of videotapes, names of producers, language (five Spanish titles), price, shipping cost, year, running time, and target audience. The materials are intended for the following audiences: elementary school students, secondary school students, adults, school personnel, and minority groups--African Americans, Hispanics, Native Americans, and Special Needs Populations. (LL)

ED 364 529 SP 034 871

Marks, Ellen L.; Marzke, Carolyn H.
Healthy Caring: A Process Evaluation of the Robert Wood Johnson Foundation's School-Based Adolescent Health Care Program.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 93
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Delivery Systems; Disadvantaged Youth; Health Care Costs; Health Facilities; Health Personnel; *Health Promotion; *Mental Health; *Physical Health; *Program Effectiveness; *School Health Services; School Personnel;

confirmative approach in which researchers attempt to discover relationships between teaching behaviors (the process) and learning outcomes of students (the product). This paper describes those behaviors of teachers which can be observed and altered in actual teaching practice, provides a framework for examining the findings of process-product research, investigates which teaching behaviors go hand-in-hand with good learning outcomes on the part of students, and determines whether and to what extent teaching behaviors bring about required learning outcomes. Findings of this confirmative research approach show that a well-designed lesson might consist of five sections arranged in the following order: (1) discussion of homework and repetition of the subject matter dealt with during the previous lesson; (2) presentation and explanation of new subject matter; (3) opportunity for students to practice new material and for the teacher to provide feedback and corrective teaching; (4) opportunity for students to work independently; and (5) frequent repetition and testing of subject matter. (Contains approximately 40 references.) (LL)

ED 364 547 SP 034 920

Emmons, Kathy D.
Training the Front Lines: Implementing an In-House Training Program at Northern Arizona Long Distance Corporation.
PUB DATE- Nov 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Arizona Educational Research Organization (Tucson, AZ, November 4-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Corporate Education; *Employee Attitudes; *Policy Formation; Postsecondary Education; *Professional Development; Program Attitudes; Program Implementation; Program Improvement; Questionnaires; Trainees; Trainers; Training Methods; *Training Objectives
IDENTIFIERS- *Northern Arizona Long Distance Corporation

This study was conducted to identify the perceived needs regarding implementation of inhouse training at Northern Arizona Long Distance Corporation (NALD). Specifically, the study was conducted to evaluate whether current and proposed training programs were consistent with company training goals from employer and employee perspectives, to make recommendations for change, and to explore other emergent factors. Participants, four employees and one manager, completed an open-ended questionnaire. In addition, company documents relating to company philosophy, job descriptions, and policies and procedures were examined. Employees were asked questions regarding training experiences in three different sections--prior employment, NALD employment, and using training. A separate list of questions was generated for management in two categories: current NALD training; and strengths and limitations. Data were analyzed using a matrix approach to group responses. Informants' suggestions formed the basis for recommendations summarized in four categories: training goals, selecting a trainer, continuing education and professional development, and corporate culture. Data are graphically displayed using a three-dimensional set of matrices. An appendix provides the complete text of each questionnaire. (LL) systems. Our approach to accomplishing this objective entailed the identification of the types of knowledge to be acquired, the evaluation of methods of acquiring such knowledge, the specification of appropriate interaction metaphors for the direct acquisition of knowledge from multiple human sources, and the iterative development of an Artificial Intelligence in Training (AIT) prototype that operationalized the findings of the first three tasks. The AIT prototype demonstrated critical characteristics of a knowledge acquisition environment designed to acquire multiple types of knowledge using a simulated domain environment in which multiple, animated views of knowledge are completely introspective and manipulatable. In addition, strategic knowledge construction was demonstrated based on observations of user actions. We described sample knowledge acquisition scenarios to characterize the functionality supported by the AIT prototype. The following areas for additional research were recommended: acquisition of instructional heuristics, dynamic construction of justification knowledge, use of higher level problem representations such as the goal-action hierarchy, and most importantly, the veridicality of the expertise captured using these methods. (Contains 34 figures, 3 tables, an appendix of instructions for software maintenance, and 26 references.) (Author)

ED 364 566 TM 020 719

Shute, Valerie J.
A Comparison of Learning Environments: All That Glitters... Interim Technical Paper for Period January 1990-July 1991.
PUB DATE- Jan 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Aptitude Treatment Interaction; Attitudes; Behavior Patterns; Comparative Analysis; *Computer Assisted Instruction; Discovery Learning; *Educational Environment; Electricity; Feedback; *Induction; Interaction; *Learning; Occupational Tests; Outcomes of Treatment
IDENTIFIERS- *Intelligent Tutoring Systems

Aptitude-treatment interactions (ATIs) refer to the covariation between learner characteristic and instructional treatment in relation to some outcome measure. To systematically test for ATI, an intelligent tutoring system instructing in basic principles of electricity was chosen as a complex but controlled learning task. Two learning environments were created from this one tutor, differing only in feedback. In the rule-application environment, the system provided learners with relevant principles, and in the rule-induction environment, learners had to induce principles on their own. Subjects were 309 adult high school graduates approached through a temporary employment agency. The learner characteristic examined was exploratory behavior, a measure of on-line tool usage. It was hypothesized that exploratory learners would learn faster and better if they had been assigned to the inductive environment and fewer exploratory learners would benefit from the more structured application environment. Results show significant aptitude-treatment interactions in the data, confirming the hypothesis. Implications are discussed in relation to the design of intelligent tutoring systems. Eleven figures and six tables illustrate the discussion and present study findings. (Contains 30 references.) (SLD)

ED 364 567 TM 020 720

Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Educational Assessment; Elementary Education; *Elementary School Students; *Feedback; Literary Criticism; Literature; *Narration; *Reading Skills; Scoring; Teaching Guides; Writing (Composition); *Writing Evaluation; Writing Instruction
IDENTIFIERS- Narrative Text; Performance Based Evaluation; *Writing What You Read

This guidebook is designed to help teachers think about the important role of assessment in guiding students' narrative writing, with an emphasis on the close connections among curriculum, instruction, and assessment. The assessments that are given as examples stem from a long-term collaboration between the Center for Research on Evaluation, Standards, and Student Testing (CRESST) and teachers in one elementary school. Learning about literature is a key feature of "writing what you read." Teachers are encouraged to assess children's narrative writing in the same way that they critically respond to literature. Two tools have been developed to support teachers in narrative assessment. One is a narrative feedback form, and the other is a narrative rubric to help teachers evaluate students' present understandings and future possibilities. Both tools are included, with explanations of their use. Explicit examples are given of the use of these forms and the assessment of actual pieces of student writing. Recommendations are also made for the future development of the project. (Contains 22 references.) (SLD)

ED 364 585 TM 020 812

George, Carole A.
Strategic Planning: Key Environmental Indicators for Pennsylvania. Pennsylvania Educational Policy Studies, Number 17.
SPONS. AGENCY- Howard Heinz Endowment, Pittsburgh, PA.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Oct 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Characteristics; Computer Software; *Demography; Educational Environment; *Educational Planning; Elementary Secondary Education; Environmental Influences; Evaluation Utilization; Family Environment; Predictor Variables; Private Schools; *Public Schools; *School Districts; *Strategic Planning; User Needs (Information)
IDENTIFIERS- *Educational Indicators; *Pennsylvania

Now that the State Board of Education has adopted new regulations requiring all Pennsylvania school districts to develop a strategic plan, it seems useful to describe the role of demographic information in that planning process. This Pennsylvania Educational Policy Studies (PEPS) report provides a rationale for considering information regarding key environmental factors in the district's strategic planning process. The factors considered include those representing the family environment, the community, and the possible competition from non-public schools. This paper also describes ways in which Pennsylvania's school districts vary with respect to these demographic factors, and how the latest version of PEPS PC (a user-friendly personal computer program) makes it possible for districts to describe themselves relative to other districts in the state using these key environmental indicators. Ten figures illustrate the discussion. (Contains 15 cumulative grade point averages and with their grade performance in five specific graduate courses. These results also indicated that MAT scores do not predict graduate performance similarly for male and female students and for students of all ages. (Contains 69 references.) (SLD)

ED 364 606 TM 020 878

Bowling, John
The Importance of Structure Coefficients as against Beta Weights: Comments with Examples from the Counseling Psychology Literature.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Psychology; Literature Reviews; Mathematical Models; *Predictor Variables; *Regression (Statistics); *Test Interpretation
IDENTIFIERS- *Beta Weights; *Structure Coefficients

Recent empirical studies of actual research practice demonstrate that general linear models, such as regression, have become increasingly popular. The present paper explores issues related to the interpretation of regression results, with illustrations drawn from studies in the counseling psychology literature. The primary focus of this paper is on the interpretation of structure as against beta weights. It is argued that the interpretation of results based solely on beta weights can lead to entirely erroneous conclusions regarding the importance or relevance of predictor variables. In general, both beta weights and structure coefficients must be interpreted in order to reach valid conclusions. (Contains 15 references.) (Author)

ED 364 607 TM 020 879

Packard, Abbot L.; Fortune, Jimmie C.
Collaborative Research: The New Kid on the Block.
PUB DATE- 11 Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Definitions; *Educational Research; Educational Researchers; Elementary Secondary Education; Higher Education; Models; *Peer Relationship; *Research Methodology
IDENTIFIERS- *Collaborative Research; Self Reflection

Fourteen papers from the 1992 meeting of the American Educational Research Association dealing with collaborative research were reviewed to see if they met the definition of action research. The relationship between the two forms of research is the subject of some controversy. It is argued that some collaborative research can be appropriately described as action research, but that some action research is not collaborative research. Collaborating researchers are not necessary for responsive not only to schools and students, but also to current school restructuring initiatives and new understandings of teaching, learning, and assessment. Recommendations are made in the areas of greater equity in access to education, serving the whole child and school, teacher preparation and staff development, new evaluation strategies and standards, how funds are allocated to schools and students, and efforts regarding program improvement. Among the recommendations offered are the following: (1) eligibility rules should be changed to allow more schools access to whole-school projects with necessary safeguards and supports for careful planning and appropriate services; (2) equal services and resources must be assured and provided by participating states and school districts to all schools; (3) significant funding should be provided through Chapter 1, perhaps as a proportion of state and local education agency grants for staff development for teachers and administrators through schoolwide professional development programs aimed at improving the overall caliber of teaching as a preventive to remediation; and (4) funds should be allocated to schools strictly on the basis of their concentrations of children living in poverty, with even more emphasis on targeting funds to schools located in high-poverty areas. (Contains 67 references.) (GLR)

ED 364 626   UD 029 604

Bateman, Peter; And Others
New Land, New Knowledge: An Evaluation of Two Education Programs Serving Refugee and Immigrant Students. Final Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 93
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Compensatory Education; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Programs; Financial Support; *Immigrants; National Surveys; Program Administration; Program Evaluation; *Refugees; School Districts
IDENTIFIERS- *Emergency Immigrant Education Act 1984; Hawkins Stafford Act 1988; *Transition Program for Refugee Children

This report evaluates how school districts across the United States have provided services to immigrant and refugee students under two federally-sponsored programs: the Transition Program for Refugee Children, and the Emergency Immigrant Education Act. The evaluation first describes the population served and the federal, state, and local administration of the two programs, then presents overall conclusions about both programs. Among these conclusions are the following items: (1) the number of eligible immigrant students in the United States has been rapidly increasing; (2) the Refugee Program served a much smaller number of students than did the Immigrant Program; (3) although Congress appropriated approximately $30 million per year for the Immigrant Program, the increasing number of eligible students has reduced the per-student grant amount each year; (4) districts and states vary in the procedures used for counting students in both programs, with consequent variation in the quality of data collected; and (5) refugee and immigrant students have strong linguistic and acculturation needs. Pro and con arguments are also presented for each of four federal policy options for the U.S. Department of Education to consider in the further planning of these programs. Appendices provide application, reporting, and monitoring forms; and a list of

DESCRIPTORS- Educational Legislation; *Eligibility; *Evaluation Criteria; Evaluation Methods; Federal Aid; Financial Needs; Higher Education; *Need Analysis (Student Financial Aid); Parent Financial Contribution; Paying for College; Postsecondary Education; Self Supporting Students; *Student Financial Aid

IDENTIFIERS- *Higher Education Act Amendments 1992

This publication identifies a variety of situations in which it may be necessary to use professional judgement in the needs analysis of students requesting financial aid. Alternatives are suggested to aid administrators in more sensitively assessing the ability of a family to pay for postsecondary education. The intent is to describe alternative ways of considering particular circumstances. Specific topics covered include principles of need analysis, student budgets, standard need analysis procedures, adjustments in calculation of financial need, determining necessary adjustments, reviewing need analysis data, evaluating personal data, evaluating parents' information including various sources of income and assets, areas to consider in assessing allowances against parents' income, dependent student issues, independent student issues, and children of divorced or separated parents. Appendices contain: (1) a reprint of the amended version of the Higher Education Amendments (1992); (2) a brief description of common federal tax forms and schedules that can be used in the assessment; and (3) a guide to addressing special circumstances in student financial assistance. (Contains a 21-item bibliography.) (GLR)

ED 364 172 HE 026 976

Crews, Kenneth D.

Copyright, Fair Use, and the Challenge for Universities. Promoting the Progress of Higher Education.

PUB DATE- Oct 93

NOTE- 247p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Colleges; Compliance (Legal); *Copyrights; Court Litigation; *Fair Use (Copyrights); Federal Government; Governance; *Government Role; Guidelines; *Higher Education; *Legal Responsibility; *Policy Formation; Publications; Universities; Videotape Recordings

Confusion and fear of liability surrounding copyright issues have reached alarming levels at colleges and universities across the country. In recent years, a federal court has assailed photocopying of book chapters; universities have faced infringement accusations when they make computer software available to students and faculty; and media facilities have struggled with the possible limits on using copyrighted videotapes. This book provides administrators, instructors, lawyers, librarians, and educational leaders with guidance on the principles that should underlie the construction of institutional copyright policy. It offers an explanation of copyright and the ambiguous concept of "fair use" as they affect and are affected by higher education. Further, it shows that universities do have choices when developing standards within the fair use law, choices that do not involve unnecessary costs or obstacles, and that some standards are better suited to serving the needs and goals of the academy. Appendices provide policies obtained from some universities, several model copyright policies, and summarizes surveys from

This report describes the process used by the Hammonton (New Jersey) Public School District to develop and implement a plan to integrate computers into the K-12 curriculum. A 5-year plan was developed for the acquisition of hardware and software, a voluntary staff development program was implemented in computer applications, integration and multimedia were provided for teachers in the district, and a community public relations program was designed to disseminate information. Five-year plans were unanimously adopted by the Board of Education for implementation during the 1991-92 school year. Several district initiatives that supported the acquisition of hardware and software included the establishment of a school-business partnership and the creation of an education foundation. All of the teachers participating in the staff development program integrated one or more components of computer applications into the classroom environment. Teacher knowledge, perception, and expectations with regard to computer technology and education improved during the implementation process. Finally, efforts to disseminate information to parents and other members of the community also promoted broad, conceptual understandings of the district's initiatives and resulted in improved public attitudes toward computer integration. Surveys on teacher perceptions of computer technology and other data are presented in eight statistical tables and nine figures. (Contains 33 references.) (Author/KRN)

ED 364 192 IR 016 276

Mitchell, Janice; Williams, Susan E.
Expert/Novice Difference in Teaching with Technology.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculators; Classroom Observation Techniques; Classroom Techniques; Comparative Analysis; *Educational Technology; Elementary School Students; Elementary School Teachers; *Individual Differences; Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Mathematics Instruction; Mathematics Teachers; Middle Schools; *Secondary School Teachers; Teacher Behavior; Teacher Competencies; Teaching Experience; *Teaching Methods
IDENTIFIERS- *Experts; Middle School Students

Differences in actual classroom behaviors in teaching with technology between novice and expert teachers were studied for six middle-school mathematics teachers from a large urban/suburban school district in a major metropolitan area. Teachers received inservice training in the use of calculators, and their students were issued calculators for the school year. Teachers were categorized as experts or novices based on their educational background and observations by a superior. Observations and interviews made the differences between experts and novices apparent. Experts were more than twice as likely as were novices to focus on content and process, to determine the difficulty of the task, restructure the task as necessary, redirect student thinking, and check individual work. Experts praised student behavior more and corrected student performance twice as much, while novices were more apt

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African Culture; *African Studies; *Computer Networks; Computer Oriented Programs; Electronic Mail; Foreign Countries; Higher Education; Information Dissemination; *Information Networks; International Communication; Resource Centers; Technological Advancement; *Telecommunications; *User Needs (Information)
IDENTIFIERS- *Africa; BITNET; Fidonet; Internet; LISTSERV; *United States; Usenet

African studies computer resources that are readily available in the United States with linkages to Africa are described, highlighting those most directly corresponding to African content. Africanists can use the following four fundamental computer systems: (1) Internet/Bitnet; (2) Fidonet; (3) Usenet; and (4) dial-up bulletin board services. The history and features of each of these systems are described, with information for potential users, including the electronic mail capabilities that are currently available. Distribution lists and African-related discussion groups are presented. For Africanists seeking direct contacts in Africa, at least 25 African countries offer network connections. The four computer networks and their facilities should be readily available for Africanists, who are finding proficiency in computer technology a requirement for research and teaching. A table lists networking organizations and African Studies Centers. (SLD)

ED 364 211 IR 016 387

Burmeister, Marsha L.
Development and Implementation of a Program To Increase Electronic Mail between Fifth and Sixth Grade Students, Parents, and Teachers.
PUB DATE- 93
NOTE- 151p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Computer Networks; *Electronic Mail; Elementary School Students; Elementary School Teachers; Grade 5; Grade 6; Information Dissemination; Inservice Teacher Education; Intermediate Grades; *Parent Participation; Practicums; Program Development; Program Implementation; *Student Participation; *Teacher Participation; Technological Advancement; *Telecommunications; User Needs (Information); Workshops

The problem addressed by the practicum was that students, parents, and teachers in the school district studied did not actively participate in electronic mail opportunities. The goal of the practicum was to increase involvement in electronic mail (e-mail) among fifth and sixth grade students, their teachers, and parents. A telecommunications booklet was developed and distributed to students, parents, and teachers throughout the implementation of the project; and an electronic bulletin board service (BBS) was set up and operated. Introductory workshops were presented to teachers; individual and small group inservice sessions were also presented including interactive online typing sessions. At the end of the implementation period, the BBS had 99 registered users, 64 of whom actively called the system. Of the active callers, 45 were students in fifth or sixth grade, 15 were teachers, and four were parents. A total of 366 e-mail messages were sent with 306 calls logged

ED 364 230 IR 054 718

McCallon, Mark
Meeting Serials Requirements of Accrediting Agencies through Electronic Databases: An Exploratory Study.
PUB DATE- Mar 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Accreditation (Institutions); *Accrediting Agencies; Computer Networks; Cost Effectiveness; *Databases; Higher Education; Institutional Evaluation; Libraries; *Library Acquisition; Library Automation; Mail Surveys; Online Systems; *Serials; Standards; *Telecommunications
IDENTIFIERS- Exploratory Studies

The availability of serials through databases has provided libraries with a new format for acquiring information. The extent to which the growth in electronic databases can help the librarian control costs while meeting the demand of accrediting agencies was studied through an exploratory survey of the 48 specialized accrediting agencies of the Council on Postsecondary Education listed in two major directories. Thirty-nine agencies responded, and most indicated that no specific serials were stated as recommended or required in their accreditation standards. Most accrediting agencies depend on the visiting committee to identify and check the serials deemed necessary for effective program implementation. Six agencies did indicate that some serials are required or strongly recommended, identifying 61 serials. Most serials were found to be readily available in databases, and the potential cost savings of acquiring them through databases was found to be considerable even after online costs are estimated. This exploration indicates that libraries might profitably make more extensive use of serials in electronic format. Three tables present study findings. (Contains 10 references.) (SLD)

ED 364 231 IR 054 719

Ray, Tom H., Comp.; Hawthorne, Pat, Comp.
Librarian Job Descriptions in ARL Libraries. SPEC Kit 194.
PUB DATE- Jul 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Disabilities; Employment Qualifications; Evaluation Methods; Federal Legislation; Higher Education; Job Analysis; *Librarians; Library Administration; Library Associations; Library Surveys; Mail Surveys; *Occupational Information; *Personnel Management; Personnel Selection; *Research Libraries
IDENTIFIERS- Americans with Disabilities Act 1990; Association of Research Libraries; Examples

This flyer and kit were developed by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL) to examples job descriptions used by academic and research libraries and present examples from various libraries. Job descriptions serve a variety of purposes in personnel management. In addition, current and accurate job descriptions

Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology; Elementary Secondary Education; Higher Education; *Information Networks; Knowledge Level; Mail Surveys; *National Surveys; Newsletters; *Professional Development; Questionnaires; Teacher Attitudes; Teacher Education; Teacher Role; Teaching Experience; *Teaching Methods; *Telecommunications; Use Studies
IDENTIFIERS- *Teacher Surveys; Technology Utilization

This newsletter presents a brief summary of central findings of a national survey designed to gather a systematic profile of the range and type of telecommunications activities being conducted by teachers for professional development or student learning. Responses were received from 550 of the 1,100 educators who were contacted through telecommunications networks and mailed questionnaires. Respondents' schools were comparable to national averages, and do not appear to represent more affluent communities than average. Over 80 percent of respondents report that they have been using computers in their teaching for five or more years. Most consider themselves intermediate or very knowledgeable about telecommunicating. They are using telecommunications for a variety of professional activities, and about two-thirds are accessing information services and carrying out collegial exchanges at least once a week. The findings suggest that telecommunications is a valuable resource for this group of teachers for professional and student learning activities, and that these educators represent a specialized group of experienced and highly educated teachers. Recommendations based on survey findings are presented. (SLD)

ED 364 251   IR 054 752

Anderl, Robert G.
ADONIS in an Academic Research Library.
PUB DATE- 8 Sep 93
NOTE- 16p.; Paper presented at the ADONIS North American User and Publisher Meeting (Princeton, NJ, September 8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Biological Sciences; *College Libraries; Cost Effectiveness; Databases; Decision Making; Higher Education; Information Dissemination; Interlibrary Loans; Library Catalogs; Library Collection Development; Library Services; *Machine Readable Cataloging; *Optical Data Disks; *Periodicals; *Research Libraries; Technological Advancement
IDENTIFIERS- Magazine Index; *University of Alaska Fairbanks

Why does an academic research library, emphasizing bioscience topics, decide to alter access to periodical literature relevant to that subject? This paper discusses how and why a change was made, resulting in access to articles via compact disc (CD-ROM) and not current hard copy issues received on subscription. Issue use and cost are primary determinants, but the impact of the role of the research collection as an interlibrary loan lender is also addressed. Although the University of Alaska at Fairbanks is not large, its library does support doctoral research. Space and cost considerations made library planners question the need for many subscriptions. The library's success with another CD-ROM product influenced the decision to use ADONIS. To fulfill its role as lender in the area, the university has cataloged all the ADONIS titles on respondents rated PVCC graduates as "excellent" or "good" with respect to technical job skills, quality and quantity of work, attitude, and cooperation with fellow workers and supervisors; (2) of the 25 graduates whose employers returned responses, 20 had previously indicated that they intended to pursue their current jobs as long-range careers; (3) 56% of the graduates whose employers returned surveys had indicated on a graduate survey that they were very satisfied with their jobs, compared to 37% of the responding graduates in general; (4) approximately 72% of the responding employers rated the graduates' general math, writing, speaking, research, and logic skills as "excellent" or "good"; and (5) occupational education and training at PVCC was rated as "excellent" or "good" by 76.2% of the employers, while general education received similar ratings by 68.2%. Detailed appendixes include employer evaluations by program and degree, employer comments, job categories of participating graduates, a list of participating employers, and the survey instrument. (BCY)

ED 364 270 JC 930 536

Annual Report to the Governor, 1992-1993. State Board of Directors for Community Colleges of Arizona.
PUB DATE- 7 Oct 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Faculty; Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; *School Districts; School Personnel; State Boards of Education; State Surveys; Student Characteristics; Tables (Data); Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arizona

Designed to answer those questions about the Arizona community colleges most frequently asked by legislators, state and external agencies, citizens, and college staff and students, this factbook offers organizational, financial, and enrollment data for the state system as a whole and individual colleges. Section I presents the State Board's statement of philosophy and provides statistics on expenditures of and certificates issued for the Board and central staff. Section II provides data on community college districts, including a map of the districts; a directory of colleges, campuses and skill centers; and information on certified and non-teaching personnel, and on full- and part-time faculty. Section III presents information on income and expenditures for a variety of sources, including general fund current operating expenditures, state aid income, cost and income factors, plant investment and debt retirement, and a general revenue and expenditure chart. Enrollment data are presented in section IV, including headcount enrollment characteristics, state summary; headcount by district; and other enrollment information. Section V provides data on teaching certificates issued and personnel in the community colleges. Section VI gives historical information on state aid to community colleges and student enrollment. Section VII describes federal vocational education funding, funded vocational education projects, and skill centers. This section includes a curriculum inventory matrix of all academic and vocational programs in the Arizona system, indicating the type of degree awarded and the length of time for completion for each program. Section VIII provides a directory of Arizona community colleges and campuses arranged by district. (MAB)

12% were dissatisfied; (9) 51% of the employed respondents were working within the district area; (10) respondents rated general education skills acquired at WRHC as more important than technical skills; (11) respondents rated all WRHC courses between very beneficial and beneficial; and (12) 27% of the respondents were currently enrolled in another institution. Tabulated responses and the survey instrument are included. (PAA)

ED 364 286 JC 940 003

Lucas, John A.
Survey of Weekend and Evening Student and Faculty Needs. Volume XXI, No. 3.
PUB DATE- Sep 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; College Planning; Community Colleges; Comparative Analysis; Delivery Systems; *Evening Programs; *Needs Assessment; *Program Effectiveness; School Surveys; *Student Attitudes; Student Behavior; *Teacher Attitudes; Two Year Colleges; Two Year College Students; *Weekend Programs
IDENTIFIERS- William Rainey Harper College IL

In an effort to determine the needs and perceptions of students and faculty involved in evening and weekend classes at William Rainey Harper College (WRHC) in Palatine, Illinois, surveys were sent to 400 students randomly chosen from 100 course sections taught at WRHC in fall of 1991, and to 767 faculty teaching evening or weekend classes during this same period. A total of 228 faculty and 246 students returned usable surveys for response rates of 30% and 62%, respectively. Among students surveyed, response rates were 82% for evening students and 48% for weekend enrollees. Study findings included the following: (1) among the 20 potential problem areas listed on the faculty survey, no one problem was cited as major by more than 20% of faculty; (2) the most significant problems cited by faculty related to temperature control and student access to the bookstore to acquire required materials; (3) other problems cited by faculty included feeling unsafe, dirty classrooms, and difficulty talking with other faculty; (4) 82% of the student respondents indicated that they took courses during the evenings and weekends because of jobs, personal reasons, or scheduling conflicts, although 74% indicated that they enjoyed taking the courses then; (5) 14% of the student respondents indicated that they did not like the deserted look of the campus, worried about safety, and felt they did not get all the services they should; and (6) student respondents reported being most in need of access to a gym or pool, placement and career information, counseling, and access to the library. Comparisons between evening and weekend respondents, tabulated survey results, and the survey instruments are included. (PAA)

ED 364 287 JC 940 004

Holt, Marianne; Lucas, John A.
Follow-Up Study of 1991 Dental Hygiene Graduates. Volume XXI, No. 4.
PUB DATE- Nov 92
NOTE- 24p.; For a related study, see JC 940 008.
LANGUAGE- English

Sample B CNA's, 60% were no longer employed as CNA's, leaving the profession mainly because of low pay; (3) Sample A CNA's were more likely to be employed in long-term care facilities, while Sample B were more likely to be employed in home health care; (4) the average annual salary reported by CNA's was about $16,000; and (5) CNA's reported feeling least prepared for computer entry, care of patients affected by the Acquired Immune Deficiency virus, and ostomy care. Data tables and the survey instruments are included. (PAA)

ED 364 303   JC 940 040

Meltesen, Cal; Lucas, J. A.
Student Characteristics as Compared to the Community Profile of Fall 1992. Volume XXII, No. 8.
PUB DATE- Dec 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Credits; Community Colleges; Comparative Analysis; Continuing Education; Credit Courses; Enrollment Influences; Noncredit Courses; *Paying for College; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to develop a profile of fall 1992 students, compare student and community demographic data, and determine the percentage of various community sub-groups served by the college. A random sample of 500 degree credit students (DCS's), representing 3.3% of the DCS population, and 300 non-degree credit students (NCS's), representing 2.5% of the NCS population, were surveyed. Based on responses from 382 (76%) of the DCS's and 225 (75%) of the NCS's and an analysis of 1990 census data, study findings included the following: (1) the average age of male DCS's was younger than that of female DCS's; (2) the average age of NCS's was 42 years old; (3) about 43% of DCS's entered WRHC with some college coursework; (4) among NCS's, almost three-fourths entered with some college coursework and just under a half had a bachelor's degree or more; (5) 60% of the DCS's worked full-time, earning an average of $35,217 annually, while three-fourths of NCS's worked full-time earning an average of $50,178 annually; (6) for DCS's, 47% of their educational costs were covered by their own money, while NCS's paid for 73% of their college costs; and (7) 35.6% of the DCS's stated that they had enrolled in WRHC for a baccalaureate oriented program, while 74.1% of the NCS's enrolled for general interest courses. (BCY)

ED 364 304   JC 940 041

Davis, W. D.; Lucas, J. A.
Follow-Up Studies of Three Groups of Former Real Estate Students. Volume XXII, No. 9.
PUB DATE- Dec 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

(Elite Olshtain); and (11) "Promoting Flexibility in Young Children's Minds within the Family--A Cross Cultural View" (Pnina Klein). References are included with all but the first lecture, and a list of course participants is appended. (TJQ)

ED 364 322   PS 021 786

Familes en Mutation dans une Societe en Mutation: Actes du Colloque, Bruxelles, 8-10 fevrier, 1992 (Families in Transition in a Society in Transition: Conference Proceedings, Brussels, February 8-10, 1992).
PUB DATE- 93
NOTE- 284p.
LANGUAGE- French
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Employed Parents; *Family (Sociological Unit); Family Life; *Fathers; Foreign Countries; *Mothers; Parent Child Relationship; *Parent Role; Sex Differences; Sex Role; *Social Change; Social Influences; Sociocultural Patterns; *Young Children

This collection of essays on the family includes: "Discours d'ouverture" Opening Speech (L. Boeykens); "Transformer la famille, transformer l'homme et la femme, transformer la societe" Transform the Family, Transform the Man and the Woman, Transform Society (H. Sokalski); and "Vers un nouveau contrat social. Le role des femmes dans la famille" Toward a New Social Contract: The Role of Women in the Family (C. Meslem). Changes in the family in particular geographical areas are considered by W. Dumon (Eastern Europe), M. Bekombo (Africa), K. Boh (Central and Eastern Europe), M. Pinera (South America), I. M. Lewanika (Subsaharan Africa), K. Kiernan (Europe), and E. Kuuskoski (Finland). The changing role of men in the family is considered by A. Skolnick, B. Bawin-Legros, I. Ponjaert-Kristoffersen, D. Edgar, and V. Duindam. Other essays include: "Declaration" (N. Sadik); "Les enfants de moins de douze ans" Children under 12 (P. Moss); "Le troisieme et la quatrieme generation" The Third and Fourth Generation (B. Donelan); "Combinaison des responsabilites familiales et des responsabilites professionnelles" Combining Family and Professional Responsibilities (H.-G. Kruesselberg); "L'Adulto-centrisme: obstacle a la socialization dans la famille et dans les ecoles" Adult-Centrism: Obstacle to Socialization in the Family and in Schools (T. Compernolle); "Les differences biologiques entres les hommes et les femmes et leur impact sur la famille" Biological Differences between Men and Women and Their Impact on the Family (W. Decleir); "Taches et responsabilites dans les familles a double revenu" Tasks and Responsibilities in Double-Income Families (M. Masui); "La Famille: aspects psychologiques, educatifs, et sociologiques" The Family: Psychological, Educational, and Sociological Aspects (H. Rosenmayr); "La Famille: structures sociales et legislation" The Family: Social Structures and Legislation (M. Van Haegendoren); "Differenciation culturelle et cohabitation des differences" Cultural Differentiation and the Coexistence of Differences under One Roof (Y. Knibiehler); and "La famille consideree comme une entite (re)structuree" The Family Considered as a (Re)Structured Entity (L. Boeykens). Nine research reports are included, focusing on the relations with other generations and with family members of children (F. Deven), adolescents (P. Broos), young adults (M. De Bie), and members of third and fourth generations (L. Vanderleyden); combining family and professional responsibilities (K. Pauwels); biological differences between men and women (R.

This document synthesizes the critical issues discussed at a symposium designed to examine strategies that social institutions, particularly child care and early education institutions, can use to bolster parent and family effectiveness in providing healthy environments for children. First, the document describes four dimensions of parent choice: (1) enabling parent selection of appropriate services; (2) empowering parents; (3) improving quality; and (4) reforming the early care and education system. Next, the document assesses the present effectiveness of choice in each of the four areas identified as dimensions of parent choice. Finally, the document outlines specific strategies for addressing shortcomings in each of the four dimensions of parent choice. Contains 34 references. (MM)

ED 364 341 PS 021 894

Erickson, Judith B.
Compromised Futures: Indiana's Children in Poverty. Occasional Paper No. 2.
PUB DATE- Apr 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Health; *Children; Family (Sociological Unit); *Homeless People; *Hunger; Information Needs; *Poverty; Public Policy; *Social Indicators; Socioeconomic Status
IDENTIFIERS- Aid to Families with Dependent Children; *Indiana; Medicaid

The number of poor children in the United States is high, and estimates suggest that poverty among Indiana's children is increasing at twice the national rate. Presently, Indiana does not have readily available, comprehensive information about the state's children and adolescents. There are few ways to link Indiana's poverty data to other important and related information about health, teen pregnancy, infant mortality, corrections, fires and accidents, and other indicators of the well-being of Indiana's youngest citizens. This report documents the extent of poverty among children and adolescents in Indiana. Topics discussed include: (1) the problem of locating information about Indiana's poor children; (2) poverty among Americans and among Hoosiers; (3) indicators related to poverty; (4) hunger and homelessness in Indiana; and (5) the effect of poverty on children's health. Based on reports by the Center on Budget and Policy Priorities and the Children's Defense Fund, the report examines how well the state of Indiana has met certain standards or goals that impact poor children. These standards and goals address welfare benefits, Medicaid benefits, prenatal care, infant mortality, low birthweight, teen parenthood, housing affordability, youth unemployment, nutritional assistance, and support for early childhood education. (SM)

ED 364 342 PS 021 895

Erickson, Judith B.
The State of the Child in Indiana, II.
PUB DATE- 93
NOTE- 354p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Curriculum Development; *Educational Improvement; *Educational Needs; *Educational Policy; Elementary School Students; Health Services; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Parent Participation; *Preadolescents; Professional Development; Social Services; Teacher Education
IDENTIFIERS- Connecticut; *Integrated Services; Middle School Students

This report summarizes the work of the Connecticut Task Force on the Education of Early Adolescents, which convened to make recommendations for reform policies in middle grade education. Prompted by a report issued by the Carnegie Council on Adolescent Development, this report is the result of efforts to define the specific tasks that needed to be done in the area of teacher preparation and professional development, connecting schools with parents and communities, assessing and restructuring schools, developing appropriate curriculum content, and coordinating health and social services in Connecticut. The report is divided into the following seven sections: (1) response to the Carnegie Task Force on Education of Young Adolescents; (2) task force activities; (3) assessing and restructuring schools; (4) preparation and professional development; (5) connecting schools with parents and communities; (6) middle school curricula; and (7) coordinating health and social services. Each section highlights relevant points from the Carnegie report and provides specific recommendations for reform in Connecticut. A selected bibliography of middle level education is included. (MM)

ED 364 361 PS 021 996

Gotlieb, Howell; And Others
The Kindergarten Intervention Project: Facilitating the Development of Children's Prosocial Behaviours.
PUB DATE- Mar 93
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Change Strategies; Comparative Analysis; High Risk Students; Interpersonal Competence; *Intervention; Kindergarten; *Kindergarten Children; Parent Participation; Parent School Relationship; Partnerships in Education; Primary Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Prosocial Behavior; Teacher Participation
IDENTIFIERS- Teachers Knowledge

This study investigated the effectiveness of a preventive multimodal school-based program designed for the development of prosocial behavior in kindergarten children. Because the theoretical orientation was preventative and ecologically based, the Kindergarten Intervention Project (KIP) involved components for teacher support, parent involvement, and direct services to children. Overall goals of the project were to provide a coordinated effort to help with the children's social adaptation to the classroom and reduce the severity and incidence of behavior difficulties in the target population. Specific goals were articulated for teachers, parents, and students. The 431 children participating in the program were predictor of incarceration than is race, and that attention should be shifted from the criminal justice system to examining and understanding aboriginal people in urban areas and contemporary aboriginal communities. Implications for further research and crime prevention are briefly discussed. Contains 50 references. (LP)

ED 364 379 RC 019 400

Galton, Maurice
Managing Education in Small Primary Schools. ASPE Paper No. 4. Managing Primary Education Series.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Consortia; Educational Cooperation; Elementary Education; *Elementary Schools; Foreign Countries; *Institutional Cooperation; Institutional Survival; *School Administration; *School Effectiveness; School Size; *Shared Resources and Services; *Small Schools
IDENTIFIERS- *England

Despite frequent criticisms of small schools, evidence collected over the last decade indicates that smaller English primary schools offer a curriculum and maintain standards compatible with those offered by larger institutions. In recent years, informal clustering arrangements have enabled small schools to increase the range of subjects offered, improve resources, and end the isolation of both teachers and pupils. School clusters typically develop through a three-stage pattern consisting of initiation (early connections and limited involvement among schools), consolidation (implementation of cluster agreements but with minimal alterations to existing practices), and reorientation (staff "ownership" of the cluster leading to greater reflection on and innovation in teaching strategies). Targeted training approaches by both internal and external support persons facilitate the transition from one stage to the next. Recent developments such as devolved budgeting and the demands for increased specialization resulting from the National Curriculum may require more formal cluster arrangements, called federations or consortia, to deal with matters such as joint hiring, common purchasing policies, and shared timetables. Legislation will be required to allow individual schools to delegate some of their powers to the federation management committee. Government funding of pilot projects would allow existing clusters to experiment with management strategies. (Author/SV)

ED 364 380 RC 019 401

Johnson, Roy
Attrition in Texas Public High Schools.
PUB DATE- Oct 93
NOTE- 7p.; Two pages of statistics contain small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Dropout Rate; Dropout Research; Dropouts; *Enrollment Trends; High Schools; *High School Students; *Minority Groups; Public Schools; Racial Differences; Sex Differences; *Student Attrition
IDENTIFIERS- *Texas

Service, health-related statistics, and alcoholism; history of American Indian education, federal Indian education facilities and programs, and integration of traditional Indian philosophy and Western education; other government agencies and national Indian organizations; and history of Alaska, land claims, the subsistence issue, and socioeconomic problems of Alaska Natives. Part III summarizes the history of U.S. Indian policy. Appendices provide background on Native Hawaiian issues and list tribal entities in the contiguous 48 states, Native entities in Alaska, BIA criteria for a group to qualify as a tribe, Navajo regulations and procedures for tribal membership, and addresses of state Indian commissions. Contains over 400 references, many maps, and an index. (SV)

ED 364 400 RC 019 429

Effective Showcase Projects: Office of Indian Education.
PUB DATE- Nov 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Community Involvement; *Cultural Education; *Demonstration Programs; Elementary Secondary Education; Family School Relationship; Profiles; Program Descriptions; *Program Effectiveness; Tutoring
IDENTIFIERS- *Culture Based Curriculum; Office of Indian Education Programs

The Indian Education Programs supplement state, local, and tribal education efforts to improve the quality of Indian education and assure parental and community participation. Each year, the Office of Indian Education, assisted by the six regional Indian Education Technical Assistance Centers, selects effective projects to be showcased at the National Indian Education Association conference. Profiles of the seven 1993 showcase projects provide a brief description and highlight effective features, why and how the program works, proof of effectiveness, and unique features. The winners are: (1) cultural software development project (Madison County School District, Huntsville, Alabama); (2) Project GAIN providing culturally appropriate academic tutoring and counseling services (Detroit Lakes Independent Public School District #22, Minnesota); (3) program providing intensive advisement for high-risk students and career workshops for secondary students, resulting in a dramatically lower Indian dropout rate (Tacoma Public School District #10, Washington); (4) "Indians of Northwest California" culture curriculum (Klamath-Trinity Unified School District, Hoopa, California); (5) program providing tutoring, counseling, and an Indian studies cultural program designed for the multiple tribes represented in the student population (Putnam City Public Schools, Oklahoma City); (6) program promoting Tlingit language and culture and positive student self-concept (Sitka School District, Alaska); and (7) Project Smoke Signal, in which after-school centers and a summer program teach Choctaw language and culture and provide tutoring (Native American Indian Association, Nashville, Tennessee). (SV)

ED 364 401 SE 053 034

Croft, Susan; Topping, Keith
Paired Science: A Resource Pack for Parents and Children.
PUB DATE- 92

by parents at home. The descriptions, classroom activities and illustrations are designed for elementary-level school children. On each right-hand page is a simple line drawing that illustrates the narrative and the activities described on the left-hand page. The drawings can be reproduced and colored by the students. The activities' subject matter include: the space shuttle, communications, weightlessness, solar energy, hatches and airlocks, and living and working in outer space. (PR)

ED 364 421 SE 053 919

Schuerich, Jim
Methodological Implications of Feminist and Poststructuralism Views of Science. NCSTL Monograph Series Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Ohio Board of Regents, Columbus.
PUB DATE- Jul 92
NOTE- 11p.; This paper was first presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Educational Research; Elementary Secondary Education; *Feminism; Higher Education; *Science Education; Social Science Research
IDENTIFIERS- *Nature of Science; Philosophy of Science; *Poststructuralism

The range of answers to the question, "What is Science?" has literally reached beyond the capability of any one person to adequately understand and summarize. This paper discusses the concept of the so-called "value-free" science, and contrasts this traditional mode of inquiry with the new modes of thought espoused by advocates of feminism and poststructuralism. It is concluded that the current conflict and disagreement over the nature of science is a positive situation and one which brings together many differing perspectives to the benefit of research. (PR)

ED 364 422 SE 053 920

Atmospheric Detectives. Atlas 2 Teacher's Guide with Activities.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; *Climate Change; Concept Formation; *Earth Science; Elementary School Students; Global Warming; Intermediate Grades; Junior High Schools; Junior High School Students; Measurement; Meteorology; Middle Schools; Physical Sciences; *Science Activities; Science Curriculum; Science Education; Scientific Concepts; Space Sciences; Spectroscopy; Teaching Guides; Weather
IDENTIFIERS- *Atmospheres; Middle School Students; Ozone Depletion

As part of the National Aeronautics and Space Administration Mission to Planet Earth, ATLAS 2 will help develop a thorough picture of the Sun's output, its interaction with the atmosphere, and the well-being of Earth's middle atmosphere. This middle school level guide probes the connection between the activities of scientists and the observable world of weather and climated. To do this, the guide is divided into

(Grades 4-5); Cultural Interaction (Grade 6); Discrimination (Grades 7-8); and Stereotyping in Literature (Grade 9-12). (DB)

ED 364 446 SO 023 269

Swee-Hin, Toh
Education for Justice, Environmental Care and Cultural Solidarity: A Holistic Conception of Peace Education. Peace Education Miniprints No. 46.
PUB DATE- Apr 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; International Education; *Interviews; *Peace; *Role of Education; Secondary Education; *Teacher Attitudes; War
IDENTIFIERS- *Peace Education

The project group "Preparedness for Peace" at the Malmo School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of peace and war. As part of this work, experts with special interest and competence in areas related to peace education are interviewed. This publication explores the views to Toh Swee-Hin of the University of Alberta, Canada. A Malaysian by nationality, Toh Swee-Hin has worked with peace and development educators in many countries, including Australia, the Philippines, and Canada. He is a prolific writer and supervised a number of theses and dissertations in the fields of peace and development education. (Author)

ED 364 447 SO 023 393

"The Glory and Romance of Our History Are Here Preserved." An Introduction to the Records of the National Archives.
PUB DATE- 93
NOTE- 9p.; For related documents, see SO 023 394-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Field Trips; *History Instruction; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; Social Studies; *United States History
IDENTIFIERS- *National Archives DC

This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication describes two primary documents found at the National Archives: the cotton gin patent and a "map of the United States Agreeable to the Treaty of Peace of 1783." Photographs of both documents are included as are exercises for students. (DB)

ED 364 448 SO 023 394

"Simon Fobes Goes to War." The Life of a Revolutionary War Soldier.
PUB DATE- 93

"Boosterism and Giant Statues." The document recommends sources for further reading and details on the locations of the roadside attractions that the lesson discusses. (SG)

ED 364 469 SO 023 507

Cheoros, Peter
Californio to American: A Study in Cultural Change. Teaching with Historic Places.
PUB DATE- 93
NOTE- 14p.; Photographs may not reproduce clearly. For related documents in this series, see SO 023 502-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architecture; Buildings; Culture Contact; Elementary Secondary Education; *Hispanic American Culture; *History Instruction; Instructional Materials; Social Studies; *United States History
IDENTIFIERS- California; *Rancho Los Alamitos

This document, part of the lesson plan series, "Teaching with Historic Places," examines Spanish influences on the history of California through an exploration of one building, Rancho Los Alamitos. Located in the midst of what is now metropolitan Los Angeles, Rancho Los Alamitos began as a simple adobe house on a hill overlooking thousands of acres. Following introductory material the document sets out student objectives and teaching activities. Among the instructional suggestions are sections on "Setting the Stage"; "Locating the Site"; "Determining the Facts"; and "Putting It All Together." The lesson plan includes two map exhibits, five floor plans of the structure, one illustration, two readings, and 10 photographs. (SG)

ED 364 470 SO 023 508

Metcalf, Fay
When Rice Was King. Teaching with Historic Places.
PUB DATE- 93
NOTE- 13p.; Photographs may not reproduce clearly. For related documents in this series, see SO 023 502-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; Elementary Secondary Education; *History Instruction; Instructional Materials; Maps; *Slavery; Social Studies; *United States History
IDENTIFIERS- *Rice

This document, part of the lesson plan series, "Teaching with Historic Places," examines the role of rice farming in U.S. history. The lesson, which focuses upon the era of the Southern plantations, includes sections setting out student objectives and teaching activities, as well as notes on visiting the sites. There are subsections of the teaching activities portion entitled "Setting the Stage"; "Locating the Site"; "Determining the Facts"; and "Putting It All Together." The document includes two map exhibits, four photographs, and a diagram of a plantation. (SG)

ED 364 471 SO 023 509

James, Diane
The Old Courthouse in St. Louis: Yesterday and Today. Teaching

alleviated somewhat by keeping all the staff and parents informed of all the new activities. Cooperative learning and learning games helped increase pupils' self-esteem, moral development, and critical thinking. (DK)

ED 364 491   SO 023 650

Ekstrand, Gudrun, Ed.
Drop-Out in Schools in India: Minor Field Studies in Orissa 1990.
  Educational and Psychological Interactions. No. 112.
PUB DATE- Jun 92
NOTE- 76p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; *Dropout Rate; *Dropout
  Research; *Dropouts; Elementary Secondary Education; Foreign
  Countries; *Socialization; *Social Values
IDENTIFIERS- *India (Orissa)

This document consists of a report on the Minor Field Studies (MFS) program of the Swedish International Development Authority (SIDA) and contains two MFS papers by teacher trainees at the Malmo School of Education in Sweden. The papers presented are "Drop-outs in Orissa," by Elisabeth Rosen, and "Education in India: A Study of Drop-Out Children in Orissa," by Anna Hedstrom. The study reports penetrate the important problem of dropouts in Indian schools, but treat the subject from different angles, and so complement each other. These two students were trainees in a junior and secondary school teacher training program and wrote their papers during their early terms in basic teacher training. Dropout is one of the biggest educational problems in schools in India. After a short time many children, especially girls, leave school. The reasons are numerous, very often related to poverty, but also to tradition. The first study is an attempt to point out different dropout situations in cities, villages, and with tribes in the Indian state of Orissa. Specific connections between a child's environment and the cause for becoming a dropout are explored. Dropout problems in different areas are attributed to the need to have children contribute to the family income among some castes and tribes, teacher dropout, lack of communication between parents and school, and accessibility of schools. The second study attributes dropout to lack of motivation brought about by a complex interaction of factors including socioeconomic status, social contacts, and material possessions. (DK)

ED 364 492   SO 023 655

Jones, Russell W.
Gender Specific Differences in the Perceived Antecedents of
  Academic Stress.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Behavioral Science Research; *Females;
  High Schools; High School Students; *Males; *Sex Differences;
  *Stress Variables; *Student Characteristics
IDENTIFIERS- Academic Pressure; Academic Pressure Scale for
  Adolescents; *Academic Stress

This document consists of the report of a study undertaken to establish the existence of any gender specific differences in

(PDS) model and relates some of the challenges and opportunities which face school-university partnerships that are attempting to establish PDSs. (IAH)

ED 364 509 SP 034 835

Huyett, Pat, Ed.
Portfolios for Classroom Use. A Study Conducted at University of Missouri-Kansas City.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College English; College Faculty; English Departments; *Evaluation Methods; Higher Education; *Portfolios (Background Materials); Questionnaires; *Student Evaluation; *Teacher Response; *Writing (Composition)
IDENTIFIERS- *Portfolio Approach; *Portfolio Performance Appraisal Systems; University of Missouri Kansas City

This study was conducted at the University of Missouri, to examine the use of portfolio assessment in the classroom. Surveys were administered to composition teachers in the Department of English who regularly use portfolios for student grading. Generally, portfolio assessment means that students work on a set of papers during the semester and turn in revised papers representing their best work in a portfolio at the end of the term. This paper records staff responses to the following survey questions: (1) Who determines what papers go into the portfolio? When the portfolio is graded at the end of the semester, is each paper given a grade, or is one grade given for the portfolio? (2) How are students assessed throughout the term? Are students told if they are doing below average work? (3) What sorts of things are looked for when going over student papers? Are student conferences combined with written comments? How often are conferences scheduled during the semester? (4) What differences in teaching or student responses have been noticed in using portfolios as opposed to grading/returning/averaging student papers? (5) Have there been problems with portfolios? Are portfolios more useful in some classes than in others? and (6) What are the advantages and disadvantages of portfolio grading? (LL)

ED 364 510 SP 034 836

Bickel, Janet; And Others
Women in Academic Medicine: Statistics.
PUB DATE- Jul 93
NOTE- 29p.; For 1992 report, see ED 353 244.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Admission (School); Comparative Analysis; Ethnic Origins; Females; Higher Education; Medical Education; *Medical School Faculty; *Medical Schools; *Medical Students; *Physicians; Statistical Data; Tenured Faculty; Women Administrators; *Women Faculty; Womens Education

This document consists of an interpretive overview and statistical data about women in medicine. Nine tables and three figures are presented. The tables are organized as follows: (1) Women Applicants, Enrollees and Graduates--Selected Years, 1949-50 through 1993-94; (2) Comparative Acceptance Data for Men and Women Applicants, 1974-75 through 1992-93; (3) Acceptance Rates of Applicants by Age and Sex, 1992-93 First-Year Class; (4)

Secondary Education
IDENTIFIERS- *Comprehensive School Health Programs; Robert Wood Johnson Foundation; *School Based Health Clinics

This publication evaluates The Robert Wood Johnson Foundation school-based health care centers for medically underserved populations. On-site visits and interviews with staff provided data on the experiences of 24 secondary school-based health centers from their design phase through full-scale operation. The report reviews issues that affect all health centers such as dealing with controversy, making decisions about the centers' location in the schools, working with school nurses, and incorporating school staff. Discussion about the delivery of medical and psychosocial service reveal the comprehensive approach these health centers use. Sections on personnel and organizational management show: (1) the importance of the nurse practitioner or physician's assistant; (2) the benefits and disadvantages of using staff contributed by multiple organizations; and (3) ways to make the health center's environment appealing to students. The report also assesses: the development of relationships among health center staff, school staff and students, including confidentiality practices; impact on classroom instruction; response to emergencies; and costs and funding mechanisms for facility operations. The report concludes with lessons for further initiatives. (Contains 17 references.) (LL)

ED 364 530 SP 034 873

School Health Education and the Role and Training of Teachers. Recommendation No. R (88) 7 Adopted by the Committee of Ministers of the Council of Europe on 18 April 1988 and Explanatory Memorandum.
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Development; *Curriculum Development; Developmental Stages; *Educational Objectives; *Educational Policy; Elementary Secondary Education; *Health Education; Higher Education; Policy Formation; Preschool Education; Public Policy; *Teacher Education

This recommendation urges the governments of countries belonging to the Council of Europe to adopt a comprehensive policy for health education in schools. An appendix to the recommendation defines health and health education, states objectives of school health education from the preprimary to secondary levels, offers guidelines for the planning and development of a health education program, points out the importance of research and curriculum evaluation, emphasizes that all teachers need to be prepared for working in the field of health education, lists objectives to be pursued in the preparation of teachers for health education, promotes a multidisciplinary approach to teacher training, and advocates development of policies to ensure coordination between health and education sectors. An explanatory memorandum provides a rationale for each section of the appendix. A table provides an outline of the developmental approach to health education for school-age children in the areas of physical, social, and mental and emotional development. (JDD)

ED 364 531 SP 034 874

Schlitt, John J.

ED 364 548 SP 034 923

Berlin, Donna F.; White, Arthur L.
Teachers as Researchers: Implementation and Evaluation of an Action Research Model.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Action Research; *College School Cooperation; *Educational Innovation; *Educational Practices; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; Research Design; Research Methodology; Research Skills; Research Utilization; Secondary School Teachers; *Theory Practice Relationship
IDENTIFIERS- *Collaborative Research; Teacher Researcher Relationship; *Teacher Researchers

The model presented in this document focuses on an action research project known as the Academic Challenge Program (ACP). The program is designed to facilitate the collaborative, systematic development of research-based, innovative educational practice and to bridge the gap between educational theory, research, and classroom practice. General goals of the program are to promote collaboration between institutions of higher learning and state educational systems including practitioners and administrators; and to provide leadership in the following areas: identification of educational needs and problems; new knowledge about teaching and learning; the translation of new knowledge into classroom practice; the evaluation of new practices; and the dissemination of research findings and instructional materials. Specific objectives of the program are: to provide teachers with knowledge and experiences related to innovative teaching methods and materials, as well as the knowledge and experience needed to conduct classroom-based research; and to develop, implement, evaluate, and disseminate innovative teaching methods and materials. The ACP consists of three interrelated phases: pedagogical awareness; research, development, and evaluation; and classroom application. The report concludes with a discussion of the relationship between components of the ACP and the academic year. (LL)

ED 364 549 SP 034 924

Gonzales, Frank; Sosa, Alicia Salinas
How Do We Keep Teachers in Our Classrooms? The TNT Response.
PUB DATE- Mar 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Beginning Teacher Induction; *Bilingual Education; *Bilingual Teachers; Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Mentors; Program Descriptions; *Program Design; School Districts; Secondary School Teachers; Teacher Attitudes; Teacher Morale; *Teacher Persistence; Teacher Shortage
IDENTIFIERS- Teachers Need Teachers Program; Texas (San Antonio)

This report outlines and evaluates a project, Teachers Need Teachers (TNT), developed by the Intercultural Development Research Association (IDRA). TNT is a teacher induction program

Earles, James A.; Ree, Malcolm James
Air Force Officer Qualifying Test (AFOQT): Estimating the General Ability Component. Interim Technical Paper for Period July 1989-June 1991.
PUB DATE- Dec 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; *Aptitude Tests; Career Counseling; Classification; Employment Qualifications; Estimation (Mathematics); Factor Analysis; Intelligence Tests; *Military Training; Occupational Tests; *Officer Personnel; *Personnel Selection; Predictor Variables; Test Format; *Test Use
IDENTIFIERS- Air Force; *Air Force Officer Qualifying Test; *General Factor (Intelligence)

Many multiple aptitude test batteries, including the Air Force Officer Qualifying Test (AFOQT), used for assigning or classifying individuals to jobs or for occupational counseling have subtests covering a broad range of content such as science, mathematics, reading, vocabulary, perceptual, mechanical, or technical knowledge. This content reflects a belief that performance in different jobs is best predicted by subtests whose content appears to be closely related to jobs. It has been demonstrated that the subtests of a multiple aptitude test battery all measure, in large part, an examinee's general learning ability, often called psychometric g, in addition to the specific abilities implied by the differing contents of the subtests. This study investigated methods for estimating psychometric g from the Air Force Officer Qualifying Test Form O. The methods used and compared were unrotated principal components, unrotated principal factors and variants of hierarchical factor analysis. Subjects were 2,984 applicants to Air Force commissioning programs. Results indicated that the methods produced estimates of g which were equal except for scale with a range of correlations from .980 to .999. This relationship was all predictable from a theorem presented by S. S. Wilks. (Contains 16 references and 12 tables.) (Author)

ED 364 568 TM 020 721

Christal, Raymond E.
Comparative Validities of ASVAB and LAMP Tests for Logic Gates Learning. Final Technical Paper for Period November 1989-March 1991.
SPONS. AGENCY- Armstrong Lab, Brooks AFB, TX. Human Resources Directorate.
PUB DATE- Jun 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aptitude Tests; Cognitive Tests; Comparative Testing; Computer Assisted Testing; Individual Differences; Knowledge Level; Logical Thinking; *Military Personnel; Occupational Tests; *Predictive Measurement; Problem Solving; *Skill Development; Test Use; *Test Validity
IDENTIFIERS- Air Force; *Armed Services Vocational Aptitude Battery; Knowledge Acquisition; *Learning Abilities Measurement Program; Logic Gates; Procedural Skills; Variance (Statistical)

Two courses on logic gates were administered to 1,191 male and female recruits in Basic Military Training in 3 studies (448, 431, and 312 subjects, respectively) to evaluate the relative references.) (Author/SLD)

ED 364 586 TM 020 813

Snyder, Thomas D.; Fromboluti, Carol Sue
Youth Indicators 1993: Trends in the Well-Being of American Youth.
PUB DATE- Oct 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Child Welfare; Citizenship; Demography; Educational Environment; *Educational Trends; Elementary Secondary Education; Family Structure; Futures (of Society); Graphs; *Health Needs; National Surveys; Occupational Aspiration; *Outcomes of Education; Policy Formation; Poverty; *Socioeconomic Status; Tables (Data); Trend Analysis; *Youth; Youth Problems
IDENTIFIERS- *Indicators

This publication was created to meet the needs of policymakers who must establish a context for viewing trends in the well-being of youth. It cuts across disciplines and agency lines, presenting statistics that address important aspects of the lives of youth--family, work, education, health, behavior, and attitudes. Taken together, the data create an outline of the conditions under which young people live in America today and the many challenges they face. An objective is to present changes over time, rather than just snapshots of contemporary conditions. When possible, tables go back as far as 1950. A total of 63 indicators are treated in this report, and each indicator contains a table, a chart, and a brief descriptive text. Tables provide current and trend information, while charts illuminate the tables, highlighting their most important aspects. Indicators are grouped into the following sections that feature particular areas of youth experience: (1) home (demographics and family composition and income); (2) school (description, outcomes, and out-of-school experiences); (3) health; (4) citizenship and values; and (5) the future, especially educational aspirations and employment plans). A glossary is included. (SLD)

ED 364 587 TM 020 814

Maline, Mindi S., Comp.
The National Longitudinal Study of the High School Class of 1972: Annotated Bibliography of Studies, 1980-1992.
PUB DATE- Oct 93
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Aspiration; Annotated Bibliographies; Cohort Analysis; Databases; Economic Factors; *Educational Attainment; Education Work Relationship; Ethnic Groups; Graduate Surveys; High Schools; *High School Students; Life Events; *Longitudinal Studies; *National Surveys; Postsecondary Education; Racial Differences; Research Methodology; *Research Reports; Secondary Education; Sex Differences; *Vocational Education
IDENTIFIERS- *National Longitudinal Study High School Class 1972

The National Longitudinal Study of the High School Class of 1972 (NLS-72) is the "grandmother" of the longitudinal studies designed and conducted by the National Center for Education action research, but a study cannot be classified as collaborative research without collaborators and self-reflection. Thirteen of the papers examined illustrated collaborative research efforts representing five different models of collaboration. The collaborative research reported in these papers showed results that offer improvement of practice while planting seeds for further research. Benefits of peer interaction appear to be one emerging theme in collaborative research. Two tables illustrate the discussion. (Contains 16 references.) (SLD)

ED 364 608 TM 020 880

Huston, Holly L.
Meaningfulness, Statistical Significance, Effect Size, and Power Analysis: A General Discussion with Implications for MANOVA.
PUB DATE- Nov 93
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; *Estimation (Mathematics); *Multivariate Analysis; *Research Methodology; Research Reports; *Statistical Significance
IDENTIFIERS- *Meaningfulness; *Power (Statistics)

This paper begins with a general discussion of statistical significance, effect size, and power analysis; and concludes by extending the discussion to the multivariate case (MANOVA). Historically, traditional statistical significance testing has guided researchers' thinking about the meaningfulness of their data. The use of significance testing alone in making these decisions has proved problematic. It is likely that less reliance on statistical significance testing, and an increased use of power analysis and effect size estimates in combination could contribute to an overall improvement in the quality of new research produced. The more informed researchers are about the benefits and limitations of statistical significance, effect size, and power analysis, the more likely it is that they will be able to make more sophisticated and useful interpretations about the meaningfulness of research results. One table illustrates the discussion. (Contains 37 references.) (SLD)

ED 364 609 UD 029 038

Trueba, Henry T.; And Others
Myth or Reality: Adaptive Strategies of Asian Americans in California.
PUB DATE- 93
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Achievement; Asian Americans; Case Studies; Cultural Background; Cultural Differences; Demography; *Elementary School Students; Elementary Secondary Education; Ethnography; *Immigrants; Language Proficiency; *Minority Group Children; Pacific Americans; *Secondary School Students; Social Theories; Sociocultural Patterns; *Student Adjustment; Student Participation
IDENTIFIERS- *Asian American Students; California; *Language

school districts reporting eligible students for 1989-91 by state. (Contains 15 tables, 30 references, and a 43-item bibliography.) (GLR)

ED 364 627 UD 029 605

Wu, Shi-Chang
Education and Learning in Schools with High Dropout Rates.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Adolescents; Classroom Environment; *Dropout Rate; Dropout Research; Educational Attitudes; *Educational Environment; Etiology; *High School Students; *Learning; Negative Attitudes; Predictor Variables; School Holding Power; Secondary Education; *Student School Relationship; Teacher Attitudes; Teacher Morale; Withdrawal (Education)

This paper explores the practical implications of the distributional perspective on dropping out of school--a perspective that says that the concentration of student exodus from certain schools may reflect the impact of contextual or organizational factors as opposed to those that operate simply at the individual level. Based on data from the National Educational Longitudinal Study of 1988 and two follow-up surveys, it can be said that schools where learning was considered definitely a high priority, where academic achievement was emphasized, and where students were encouraged to enroll in academic classes were clearly related to a lower school dropout rate. Data reveal that the opposite educational environment existed in schools where the dropout rate was high. Thus, the size of a particular school's dropout rate appeared to be indicative of the quality of the school's academic program and operation. Additionally, empirical evidence points to a correlation between high dropout rates and students exposure to demoralized students, teachers with negative attitudes toward students, teachers considering students difficult to motivate, and the overall quality of the school's operating environment and classroom activities. An appendix provides one table and 10 technical notes. (GLR)

ED 364 628 UD 029 606

Peng, Samuel S.; Lee, Ralph M.
Educational Experiences and Needs of Middle School Students in Poverty.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Economically Disadvantaged; Educational Attitudes; Educational Improvement; *Educationally Disadvantaged; Educational Quality; Grade 8; Junior High Schools; *Junior High School Students; Low Income Groups; Middle Schools; Poverty Areas; *Special Needs Students; *Student Needs; Teacher Improvement; Urban Youth
IDENTIFIERS- *Middle School Students

Students in poverty areas still perform poorly on achievement tests, have high dropout rates, and are not receiving the kind of assistance they need. This paper reports the educational experiences and needs of middle school students in poverty.

universities concerning the efforts in obtaining their policies. Contains an index. Reference notes accompany individual chapters. (GLR)

ED 364 173 HE 026 977

Knox, William E.; And Others
Does College Make a Difference? Long-Term Changes in Activities and Attitudes. Contributions to the Study of Education, Number 59.
PUB DATE- 93
NOTE- 288p.; Foreword by Ernest T. Pascarella.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Educational Benefits; *Educational Status Comparison; Education Work Relationship; Followup Studies; Higher Education; High School Seniors; Job Satisfaction; *Outcomes of Education; Socioeconomic Status; Student Development

This book examines a national sample of high school seniors, some of whom went on to college and some of whom did not. The focus is on how college actually impacted these students' attitudes and values, social and political participation, conceptions of self, and responses to college. Chapter 1 discusses the methods and data for the study. Chapter 2 deals with the effects of higher education upon success goals and rewards, such as annual earnings and occupational status; and on occupational goals, such as job security, success, and opportunities. Chapter 3 examines higher education's influence on expressive individualism, reflected in both social participation and life goals. Chapter 4 discusses changes in voting and other political involvement, community activities, volunteer work and non-worship church activities, and commitment to community leadership and social justice. Chapter 5 looks at the effects of educational attainment and college characteristics and experiences on self-direction and self-esteem. Chapter 6 presents findings on satisfaction with schooling and perceptions of educational experience. The study concluded that the most powerful effect of education on students is to confer new social identities upon them. The book ends by considering the implications of the study's findings for postsecondary education curriculum policy and related issues. Appendices provide the study's methods and design. (Contains over 250 references and an index.) (GLR)

ED 364 174 HE 026 978

Courts, Partick L.; McInerney, Kathleen H.
Assessment in Higher Education. Politics, Pedagogy, and Portfolios.
PUB DATE- 93
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Classroom Research; *College Outcomes Assessment; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Portfolios (Background Materials); Standardized Tests; *Student Evaluation; Student Placement; Student Records; Writing Evaluation
IDENTIFIERS- *General College Program Assessment Project; *Portfolio Performance Appraisal Systems

to correct student behavior and were more often seen at their own desks. Novice teachers initiated use of calculators less often than did experts and were less likely to use them in class and less likely to emphasize the importance of estimation in determining the reasonableness of a calculator answer. Implications for other areas of educational technology are discussed. Three tables present study data. (Contains 11 references.) (SLD)

ED 364 193 IR 016 277

Burroughs-Lange, Sue G.; Lange, John
Denuded Data! Grounded Theory Using the NUDIST Computer Analysis Program: In Researching the Challenge to Teacher Self-Efficacy Posed by Students with Learning Disabilities in Australian Education.
PUB DATE- 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Data Analysis; Elementary Secondary Education; Evaluation; Foreign Countries; Higher Education; Hypermedia; Indexing; Instructional Effectiveness; Preservice Teacher Education; *Qualitative Research; *Research Tools; Self Concept; Teacher Attitudes
IDENTIFIERS- Australia; Examples; *NUDIST Computer Program

This paper evaluates the effects of using the NUDIST (Non-numerical, Unstructured Data Indexing, Searching and Theorising) computer program to organize coded, qualitative data. The use of the software is discussed within the context of the study for which it was used: an Australian study that aimed to develop a theoretical understanding of the challenge that students who fail to learn pose for neophyte teachers' images of effectiveness. The potential for interacting with the data during the process of creating and collapsing categories into more over-arching theoretical constructs is considered as it relates to NUDIST's procedural and structural influence on eventual analytical outcomes. Topics covered in the paper include: (1) the aims and processes of qualitative analysis; (2) the computer as a tool in qualitative analysis; (3) NUDIST in qualitative analysis; and (4) examples of using NUDIST to theorize in the self-image study. A description of NUDIST and a description of the study for which it was used are appended. (Contains 14 references.) (KRN)

ED 364 194 IR 016 278

Benaloh, Laurie A.
Teaching Styles and Instructional Software.
PUB DATE- 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; *Computer Assisted Instruction; Computer Software Development;

on the system. Analysis of results indicated that the participants in the project increased in their use of electronic mail. Eleven figures and one table present study findings, and 24 appendixes contain forms and instructions used in the study. (Contains 46 references.) (Author/SLD)

ED 364 212 IR 016 390

Amoroso, Henry C., Jr.; And Others
Instructing K-12 Teachers in Computer Networking and K-12 Instructional Practices in Computer Networking: Linking Teachers and Students to the Global Village.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Conference of the Eastern Communication Association (New Haven, CT, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Anxiety; *Computer Networks; Educational Technology; *Electronic Mail; *Elementary School Teachers; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Knowledge Level; Librarians; Questionnaires; *Secondary School Teachers; *Teaching Methods; Technological Advancement; User Needs (Information)
IDENTIFIERS- Computer Coordinators; *Computer Mediated Communication; Maine

How best to introduce computer mediated communication (CMC) technology to kindergarten through grade 12 educators was studied in Maine. Faculty from the University of Southern Maine (Portland) offered a 1-week institute in global computing as part of a 3-credit graduate education course. Participants had the entire semester to develop and implement class-based global computing projects. They were expected to communicate with university project staff 10 times during the semester through electronic mail logs. Participants were 35 elementary school and secondary school teachers, librarians, computer coordinators, and administrators, of whom 22 completed questionnaires at the final meeting. Six examples of participant projects are given. Findings indicate that some participants gained enough knowledge and confidence to introduce skills and concepts in their classrooms. The difficulties that prevented many participants from completing their projects were identified. The most noticeable was the anxiety many students displayed at the initial workshop. Several technical problems surfaced related to mainframe use and user support. It was apparent that both the university and the public school systems were not yet prepared to facilitate the entry of these educators into the world of CMC. Seven tables present study findings. (Contains 11 references.) (SLD)

ED 364 213 IR 016 391

ITV, Interactive Television: The Future Is Now: "Sharing Our Resources through Communication." Revised.
PUB DATE- Jul 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Color; Corporate Support; Cost Effectiveness; *Distance Education; Educational Technology; *Educational Television; Elementary Secondary Education; *Interactive Video; Pilot Projects; Productivity; Program Evaluation; School

should provide important elements of compliance with the Americans with Disabilities Act. A spring 1993 survey on librarian job/position descriptions mailed to 119 members of ARL was answered by 73 respondents. Most considered their job descriptions very or mostly accurate. Job descriptions are used for a variety of purposes, including selection and as part of the performance rating system. Part 1 of this kit contains job/position descriptions for Brown University, the Center for Research Libraries, Massachusetts Institute for Technology, Pennsylvania State University, and the University of Rochester. In Part 2, job/position descriptions and annual reviews and evaluations from the University of California at Riverside and University of Texas at Austin are presented. Part 3 contains samples of job/position descriptions for Auburn University, University of British Columbia, University of Colorado, University of Georgia, Indiana University, Kent State University, McMaster University, and University of Michigan. A list of five selected readings is included. (SLD)

ED 364 232 IR 054 720

Eaton, Nancy L.; Andre, Pamela Q. J.
The National Agricultural Text Digitizing Project: Toward the Electronic Library. Report of the Pilot Project, Phases 1-2, 1986-1992.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 15 Nov 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; Acid Rain; Administrators; Cooperative Programs; Financial Support; Higher Education; *Information Dissemination; Information Networks; Land Grant Universities; *Library Services; Library Surveys; National Libraries; *Optical Data Disks; *Optical Scanners; Research Projects; Shared Library Resources; Special Libraries; Technological Advancement
IDENTIFIERS- Aquaculture; *Digitizing; *National Agricultural Library MD; Text Handling

The National Agricultural Text Digitizing Project (NATDP) began in 1986 with cooperation between the National Agricultural Library and the University of Vermont, and then expanded to include 45 land-grant university libraries and 1 special library. The first activity was to evaluate the new technology of optical scanning. The project was designed to test the feasibility, cost, and effectiveness of newly emerging technologies for capturing page images, providing access to their content, and disseminating them for use in agricultural communities. Four CD-ROM sets, covering aquaculture, international agricultural research, Agent Orange, and acid rain, were produced by scanning printed materials and were distributed to the universities for use and evaluation. Overall, managers concluded that scanning and text digitizing are effective technologies for disseminating information. A few cautions were noted. A great deal of time was required to participate, and participants needed to be able to provide the technical and professional support required. Managers recommended continuation of the project, with specific improvements, and suggestions for particular products. The cooperation of the various institutions and their funding support were essential in program success. Nine tables and three diagrams illustrate the discussion. Nine appendixes its bibliographic utility and holdings database and has assumed responsibility for satisfying loan requirements for all these titles. Experiences with the first 9 months of ADONIS use have justified the planners' expectations. (Author/SLD)

ED 364 252 IR 054 755

Fairbanks, Gretchen, Ed.
Book Beat: A Young Adult Services Manual for Louisiana's Libraries. Face It: Read a Book; Be Somebody.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Literature; Adolescents; Books; Childrens Libraries; Evaluation Methods; Films; Library Collection Development; *Library Services; Library Surveys; *Program Development; Reading Programs; Teaching Methods; Workshops
IDENTIFIERS- Book Talks; Louisiana

This manual contains information on understanding the nature of young adults and developing a young adult service philosophy for a library. Ideas are provided for programs, activities, and workshops; and ready-to-use book talks and publicity materials are included, along with bibliographies for young adult collection development. The introductory materials include suggestions for a survey of teen users and an assignment alert package for teachers. The "Good Reads and Good Looks" section contains bibliographies that list 284 books and 12 films for young adult patrons. The publicity section contains 9 sample releases, letters, and announcements. (SLD)

ED 364 253 IR 054 757

The Library as a Humanistic Workplace. A Report to the LAMA Board.
PUB DATE- 3 Jul 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Communication (Thought Transfer); Cultural Awareness; Decision Making; Human Factors Engineering; *Humanism; *Job Satisfaction; *Labor Conditions; *Library Administration; Library Services; *Professional Development; Rewards; *Work Environment

While it may seem redundant to be considering the library as a humanistic workplace, since most libraries are probably at the upper end of the quality of workplace life, there is always some room for improvement, making the topic worthy of exploration. The most important consideration in a humanistic workplace is how people are treated. There is a link between the way staff are treated and the quality of the product and services delivered. In this report to the Library Administration and Management Association (LAMA) by the LAMA Task Force on the Library as a Humanistic Workplace, the following five major characteristics of a humanistic workplace are discussed: (1) communication; (2) goal clarity; (3) decision making; (4) professional and personal development; and (5) rewards and recognition. These characteristics are expanded upon to indicate responsibilities of the organization, the

ED 364 271 JC 930 537

Purdie, Tanya G.; Watson, Alan
Innovative Educational Programs Using Flexible Delivery Systems.
PUB DATE- 17 Dec 93
NOTE- 8p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Allied Health Occupations Education; *Clinical Experience; Clinical Teaching (Health Professions); Community Colleges; Curriculum Development; *Delivery Systems; Instructional Innovation; Program Descriptions; *Program Development; Radiologic Technologists; *Regional Programs; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Chattanooga State Technical Community College TN

At Chattanooga State Technical Community College (CSTCC) in Tennessee, a "regional concept" for health care program delivery was developed involving affiliations with approved regional health care facilities. The delivery system allows CSTCC students enrolled in the college's para-radiologic technology (PRT) specialty programs to receive their didactic training at CSTCC and their clinical training at an affiliated facility near their home. Students are scheduled for 16 hours of classroom training and 24 hours of clinic training every other week, while in the weeks between class sessions students are scheduled for a full 40 hours of clinic training. The PRT programs have 32 affiliate facilities, located in Tennessee, Georgia, Alabama, and Kentucky. Students may apply to the programs as either traditional students, attending full-time but not entitled to receive compensation during clinic hours, or as non-traditional students, attending only the didactic portion of the program during the first two semesters and completing all clinical competency requirements during the third semester. Benefits of the regional program concept include program accessibility since students do not have to relocate to continue their education, relatively low tuition, increased student to technologist ratios since students are not concentrated in one area, and convenient scheduling. A list of required courses is included as well as recommendations for dealing with the program's accelerated didactic schedule, the independence of clinical sites, and the stress to faculty of managing regional programs. (PAA)

ED 364 272 JC 930 538

Rapp, Rhonda H.; Gittinger, Dennis J.
Using Computers To Accommodate Learning Disabled Students in Mathematics Classes.
PUB DATE- 15 Nov 93
NOTE- 18p.; Paper presented at the Annual Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *College Graduates; Community Colleges; *Dental Hygienists; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In a continuing effort to measure the quality of their Dental Hygiene program, explore the need for changes, and substantiate the program's goals for accreditation standards, a follow-up study was conducted of the 1991 Dental Hygiene program graduates from William Rainey Harper College (WRHC) in Palatine, Illinois. Surveys were mailed to all 28 associate degree graduates, requesting information on their current employment and/or enrollment in school, employment search experience, salary/benefits, job satisfaction, job tasks, the quality of their WRHC preparation for those tasks, and suggestions for improving the WRHC program. Study findings, based on a 79% response rate, included the following: (1) all of the 22 respondents were employed in the dental hygiene field, with 13 working full-time and 3 more working full-time at 2 part-time jobs; (2) 27% of the respondents were working in a job-setting with only 1 practitioner, compared to 37% of the 1990 graduates; (3) respondents' search for employment typically involved 5 interviews, with 45% using the local newspaper and 54% using a personal contact; (4) 95% of the graduates were paid on an hourly basis, with a median wage of $18.50 per hour, or approximately $37,700 per year; (5) 86% of the respondents were very satisfied with their chosen profession; (6) respondents reported being underprepared to perform 7 of the 41 skills for which they were trained; and (7) while only 1 graduate was currently working toward an advanced degree, almost half intended to do so. Detailed data tables and the survey instrument are included. (MAB)

ED 364 288 JC 940 005

Reid, Damaris; Lucas, John A.
Harper Employees' Perception and Interest in Resources for Women. Volume XXI, No. 5.
PUB DATE- Jan 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Community Colleges; Consciousness Raising; *Education Service Centers; Employee Attitudes; *Females; Needs Assessment; *Program Attitudes; *Resource Centers; Student Attitudes; *Student Personnel Services; Two Year Colleges; Two Year College Students; Womens Studies
IDENTIFIERS- Faculty Attitudes; William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC), in Palatine, Illinois, to explore WRHC employees' knowledge, perceptions, and interests with regard to the campus's Resources for Women office. This office offers courses, workshops, and services in the areas of career development, writing and speaking, dealing with personal life problems, computer literacy, and numerous other topics. A survey

DESCRIPTORS- Community Colleges; Comparative Analysis; Graduate Surveys; Licensing Examinations (Professions); Outcomes of Education; *Participant Satisfaction; Program Evaluation; *Real Estate Occupations; Self Evaluation (Groups); *Student Attitudes; Student Behavior; Two Year Colleges; Two Year College Students; Vocational Education; *Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of the program review process at William Rainey Harper College (WRHC) in Palatine, Illinois, a study was conducted in spring 1993 of three groups of former Real Estate program students who had enrolled at WRHC during the previous 5 years. The three groups of students, each of whom were sent different questionnaires, included 252 students who had taken only the course RES 101 (Group A); 412 students who had taken RES 108, 109 and/or 115 (Group B); and 287 students had taken RES 123 and/or 124 (Group C). From these groups, usable surveys were returned by 71, 105, and 78 former students, respectively, for response rates of 28.2%, 35%, and 27.5%. Study findings included the following: (1) 60% of Group A respondents had taken the course to prepare for a real estate sales person test, while 92% of Group B students had enrolled in preparation for a real estate brokers test; (2) among Group B respondents, 65% were employed in real estate and 81% were working on a commission basis, compared to averages of 30% and 61% for the other respondent groups; (3) among Group C respondents, only 31% were likely to have a bachelor's degree, compared to 45% for the other respondent groups; (4) between 63% to 70% of the respondents indicated that they had completed all of their objectives at WRHC; (5) 78% of Group A respondents indicated that they were well prepared for the sales person test; and (6) among the 85% of Group B respondents who took the brokers test, 90% passed. Complete tabulated and narrative responses, and the survey instruments, are included. (PAA)

ED 364 305   JC 940 042

Lucas, John A.; Allendorph, Jane
Follow-Up Study of Dietetic Technician Graduates (from 1990 through 1992) and Their Employers. Volume XXII, No. 10.
PUB DATE- Dec 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Education Work Relationship; Employer Attitudes; *Employment Patterns; Followup Studies; Graduate Surveys; *Program Evaluation; Questionnaires; Salaries; Two Year Colleges; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

A follow-up study was conducted at William Rainey Harper College (WRHC) to evaluate and obtain externally required information about the dietetic technician program. Surveys were mailed to the 13 students who graduated from the program between spring 1990 and fall 1992 requesting information on their employment status, job title, length of service, relatedness of current job to program training, salary, job search experiences, evaluation of preparation, and continuing education experiences. In addition, surveys were mailed to nine employers, identified by the eight graduates who responded, to ascertain their perceptions of the graduates' preparedness. Study findings, based on the eight students' and seven employers' responses, included the following: (1) 37.5% of the graduates were employed full-time and another 37.5% were

Swinnen); family tasks and responsibilities (L. Vandemeulebroecke), cultural differences (M. Van Nuland), and social structures and legislation (L. Deschamps). (AC)

ED 364 323 PS 021 796

Berla, Nancy; And Others
Taking Stock: The Inventory of Family, Community and School Support for Student Achievement.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 93
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Community Involvement; *Elementary Secondary Education; *Family School Relationship; Outreach Programs; Parent Attitudes; *Parent Participation; *Partnerships in Education; *School Community Relationship; Teamwork

Noting that although the benefits of working closely with parents and families are widely recognized, many schools do not enjoy close partnerships with their communities, this document describes the Taking Stock program, which is intended to help develop more extensive, creative, and responsive strategies for collaboration. The goals of the program described are to: (1) present the elements of an effective parent, community, school partnership to improve student achievement; (2) enable a school to assess its current efforts to reach out and work with its community; (3) provide a user-friendly process to identify areas of strength and weakness; and (4) recommend how to use the findings to develop an action plan for improvement. Section 1 presents an overview of the entire process and recommends how to administer the Taking Stock inventory. Section 2 contains the questionnaires in English and Spanish for families, and in English for educators, while section 3 shows how to tally the survey, score and interpret findings, and report the results. Section 4 describes how to design, implement, and evaluate the action plan, and develop a district policy on family and community involvement. Section 5 contains an 86-item bibliography and a list of resources. (SM)

ED 364 324 PS 021 813

Romano, Daniel R.
Animal Foods vs. Plant Foods: Risks and Benefits for Young Children.
PUB DATE- May 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Health; *Dietetics; Diseases; *Food; Food Standards; *Meat; *Nutrition; *Preschool Children; Preschool Education
IDENTIFIERS- *Vegetarianism; Vitamins

Authorities offer conflicting viewpoints on whether animal foods are essential to the health of young children or whether they can ingest the nutrients they need from plant sources. The

(141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *At Risk Persons; Behavior Problems; *Child Abuse; *Child Health; Child Neglect; Children; Demography; *Elementary Secondary Education; Injuries; Mortality Rate; Population Trends; *Poverty; Public Schools; Tables (Data); Unemployment; Well Being
IDENTIFIERS- *Indiana

This report summarizes information about Indiana's children and the institutions that touch their lives. Chapter 1 examines current demographic trends that relate to Indiana families. Chapter 2 reviews work and income patterns among adults and working teens, and reports on youths' aspirations for future careers. The growing issue of poverty among Indiana families is discussed in chapter 3. Chapter 4 describes the families and institutions that abuse and neglect youngsters in their care. Chapter 5 discusses the child welfare system that is designed to protect Indiana children. The status of Indiana's schools and the educational attainment of Indiana's adults are covered in chapter 6, while chapter 7 contains data about Indiana's schools today and in the past, and a comparison of the Indiana students' test scores with the scores of students in other states. Chapter 8 reviews participation in educational programs designed to assist youngsters with special needs. Chapters 9 and 10 examine the health and well-being of Indiana's children. Chapters 11 and 12 review adolescent sexuality, teen pregnancy, and sexually transmitted diseases; and summarize the findings of several national and Indiana studies on the use of tobacco, alcohol, and other drugs. Chapter 13 addresses topics that relate to children's injuries and deaths, including vehicle accidents and homicides. Three appendices provide a description of the Indiana Step Ahead initiative, definitions of the terms used in the report, and a set of tables containing selected indicators of child and family well-being for each of Indiana's counties. (SM)

ED 364 343   PS 021 899

Copple, Carol
Ready To Learn: Early Childhood Education and the Public Schools.
PUB DATE- Sep 90
NOTE- 56p.; This monograph is part of a series of publications on "Today's Issues in Education" and funded through the former NSBA Revenue Sharing Fund.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Boards of Education; Community Involvement; *Early Childhood Education; Educational Policy; *Educational Quality; Family School Relationship; Federal Legislation; *Learning Readiness; National Surveys; Outcomes of Education; Parent Participation; Partnerships in Education; Program Descriptions; *Program Design; *Public Schools; State Legislation
IDENTIFIERS- Child Care Costs

In order to help local school boards develop and implement early childhood programs that best serve families in their communities, this monograph chronicles the world of early childhood programs and examines the role of groups and institutions that serve young children, including the public schools, parents, social service agencies, and business. Chapter 1 describes the diverse system for the delivery of programs to young children in the United States, and the role of local communities in that delivery. Chapter 2 discusses the national education goal of school readiness, examines early

compared to a matched control group of 347 students in regular kindergarten classes. Pre- and post-intervention data were collected, including teacher ratings and direct observation of children during free play situations. Results showed that participation in KIP had a positive effect on parents, teachers, and children. Significant increases in children's socially appropriate behaviors and decreases in nonsocial behaviors were observed. Of particular note were significant improvement in teacher ratings of students whose pretest scores indicated poor social skills and high internalizing behaviors. (Author/BB)

ED 364 362   RC 018 857

Harbison, Ralph W.; Hanushek, Eric A.
Educational Performance of the Poor: Lessons from Rural Northeast Brazil.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- 92
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Access to Education; *Cost Effectiveness; Developing Nations; Educational Attainment; Educational Finance; *Educational Policy; *Educational Quality; Elementary Education; Foreign Countries; Grade Repetition; *Performance Factors; Poverty; Program Evaluation; Rural Areas; *Rural Education; Teacher Influence
IDENTIFIERS- *Brazil

An 8-year study of academic achievement, student performance, and education costs in rural northeastern Brazil investigated the presumption that students automatically perform better when more school resources are provided. Two main topics were examined: the success of EDURURAL, an educational intervention project in rural Brazil sponsored by the World Bank; and the educational policies that could improve school performance and academic achievement within a fixed budget. Findings indicate that selectively investing in school resources improves educational performance, boosts promotion rates, and lowers grade repetition. The reduction in grade repetition saves enough in operating costs to offset the original investment in added resources. Other findings emphasize: (1) the fragility of the schools studies; (2) the educational value of school resources and school organization; and (3) the importance of highly skilled teachers for student achievement (and the impossibility of measuring the quality of specific teachers). Cost-saving guides are discussed that can be used by countries throughout the developing world to improve their educational policies. Eight chapters are divided into three sections on background, research findings, and significance. Appendices describe the tests used, their reliability, and results; list and describe statistics for variables used in analytic models; and present many statistical tables. Additional data tables are interspersed throughout the book. Contains 171 references and an index. (KS)

ED 364 363   RC 019 227

Gulka, William
Managing Multiple Changes in Rural School Divisions: The Director's Role.
PUB DATE- May 93

This report summarizes Intercultural Development Research Association analyses of attrition rates for high school students enrolled in Texas public high schools. Enrollment figures were examined for students who were in the 9th grade during the 1988-89 school year and students who were in the 12th grade during 1991-92, and results were compared to those of previous annual studies. Findings indicate that: (1) the rate of attrition (33 percent) has remained virtually constant over a 7-year period from 1985-86 to 1991-92, with Hispanics having the highest percentage of dropouts; (2) the annual number of students lost from public high school enrollment through attrition has remained virtually constant over the 7-year period; and (3) attrition rates were higher for ethnic minority students than for White non-Hispanic students and for males compared to females. These findings are consistent with the trends reported by the Texas Education Agency. Additional research should examine the effectiveness of dropout prevention initiatives, particularly as they relate to minority groups and males. In addition, school districts need to establish better record keeping with regard to reasons why students drop out of school and their status after they fail to attend school. A school district network should be established to keep track of student attrition. Attrition rates are listed by county and race. (LP)

ED 364 381 RC 019 402

Politano, Colleen
Lost in the Woods: Child Survival for Parents and Teachers.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Camping; *Children; Elementary Education; Elementary School Students; *Learning Activities; *Outdoor Education; Safety Education
IDENTIFIERS- *Lost Persons; Survival Education; *Survival Skills

This book aims to prepare children in the event they become lost in the outdoors. An opening story, designed to capture children's attention, outlines safety protocols. These protocols are: (1) keep yourself warm, particularly your head; (2) stay in one place, preferably an open space, so searchers can find you; (3) make a bed of branches or other natural materials to keep your body out of contact with the cold ground; (4) if you are with another person, cuddle up to keep warm; and (5) put out something bright for searchers to see. Several class activities illustrate the safety protocols and allow the children to experience the procedures' value. A final section offers suggestions and recommendations to parents concerning ways they can prepare their children for being lost. A 20-minute companion film is briefly described. (SV)

ED 364 382 RC 019 404

Hispanic Americans. CSAP Prevention Resource Guide.
PUB DATE- Sep 92
NOTE- 29p.
LANGUAGE- English

NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Science; Foreign Countries; Heat; Home Study; Light; Magnets; *Parent Student Relationship; Physics; *Science Activities; *Science Instruction; Water
IDENTIFIERS- Air

This pack of resource materials is designed for students in Scotland, ages 5-7, to be done with their parents at home or with another student in school. Forty-five activity sheets cover 7 different areas of science: Air, Magnets, Moving Things, Light, Heat, Myself and Water. The pack also includes a leaflet for parent or peer tutors, lists of simple equipment easily found at home and school, record cards, practical suggestion on evaluation and an evaluation questionnaire. (PR)

ED 364 402 SE 053 220

Costello, Pat; And Others
Sharing Maths Learning with Children--A Guide for Parents, Teachers and Others.
SPONS. AGENCY- Australian Council for Educational Research, Hawthorn.
PUB DATE- 91
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Algebra; Calculators; Computers; Decimal Fractions; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Family (Sociological Unit); Foreign Countries; Fractions; Geometry; *Home Instruction; Junior High Schools; Learning Theories; Mathematics Anxiety; *Mathematics Instruction; Measurement; Middle Schools; *Parent Participation; *Parents as Teachers; Teaching Guides; *Teaching Methods; Whole Numbers
IDENTIFIERS- *Australia

This book serves as a guide for Australian parents who want to take an active role in the mathematics learning of their children. It presents material so that families will learn, think, and talk about mathematics. Many family-life lessons, such as weighing out ingredients for a cake or choosing the best route to the zoo, are presented. The book has nine chapters devoted to: (1) key issues in mathematics; (2) mathematics learning theory; (3) prior knowledge and student and teacher roles; (4) teaching methods involving problems, language, mathematical symbols, and questioning; (5) working with your child, especially dealing with anxiety and working cooperatively; (6) number, measurement, estimation, and space involving whole numbers, fractions, decimals, basic algebra, measurement, and geometry; (7) technology; (8) family fun mathematics; and (9) follow up. Included are appendices containing: recommended materials, mathematical terms and symbols, and statements of professional organizations on four sections. The first section, "Case History: What ATLAS 1 Discovered" summarizes the findings of the ATLAS 1 Spacelab/Shuttle flight of March 1992. It links that mission with the science goals of ATLAS 2 and future flights. The second section "The Search: What ATLAS 2 Scientists Investigate" delves into the invisible world of protons, neutrons, and electrons to explain the fundamental mechanism of absorption of ultraviolet radiation by ozone and the destruction of ozone by chlorofluorocarbons. The third section "The Motive: How Solar and Atmospheric Changes Might Affect Climate" explores the relationship between solar activity and weather and climate. The fourth section "The Method: How Atlas 2 Investigators Make These Measurements" studies the remote-sensing techniques of spectrometry and limb sounding. It also involves students in ground-truth studies and exercises that emphasize the importance of mathematics and precise measurement. (PR)

ED 364 423 SE 053 921

Horton, Robert L.
Science Fun with Electricity...Discoveries and Innovations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Electric Batteries; *Electricity; Elementary School Students; Intermediate Grades; Physics; *Science Activities; Science Education; Science History; Scientific Concepts; Secondary Education; Secondary School Students
IDENTIFIERS- 4 H Programs

This project manual is written for 4-H member children who are in the fifth grade or older. This project is designed to familiarize members with the scientific history concerning the discovery and application of electric energy through the 1800's. Readers can conduct experiments similar to the ones performed by the scientists and inventors of that day. Topics include static electricity, current electricity, electromagnetism, electromagnets, electric generation, electric motors, and electric light. (PR)

ED 364 424 SE 053 922

Manholt, Donna; And Others
Blue Sky Below My Feet. Adventures in Space Technology, Forces, Fibers, Foods. 4-H Leader/Teacher Handbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Food; *Force; *Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Language Arts; Mathematics Instruction; Science Activities; Science Curriculum; Science Education; Science Tests; Scientific Concepts; Space Exploration; *Space Sciences; Teaching Guides;

NOTE- 11p.; For related documents, see SO 023 393-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Field Trips; *History Instruction; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; *Revolutionary War (United States); Social Studies; *United States History
IDENTIFIERS- *National Archives DC

This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on the American Revolution. Background information is provided on the Revolution and on two documents included in the workshop: the painting, "The Surrender of General Burgoyne at Saratoga" (by John Trumbull), and the Warrant of Simon Fobes. Photographs of the documents are included as well as student exercises that focus on each document. (DB)

ED 364 449 SO 023 395

Brother Against Brother: The Civil War.
PUB DATE- 93
NOTE- 9p.; For related documents, see SO 023 393-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Elementary Secondary Education; Field Trips; *History Instruction; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; Social Studies; *United States History
IDENTIFIERS- *National Archives DC

This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on the U.S. Civil War. Background information on two documents, The Emancipation Proclamation and an engraving of the Battle between the Monitor and the Merrimac, which are part of the workshop and are included. Photographs of the documents and student exercises also are included. (DB)

ED 364 450 SO 023 396

The Charters of Freedom: The Bill of Rights.
PUB DATE- 93
NOTE- 10p.; For related documents, see SO 023 393-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; Elementary Secondary Education; Field Trips; *History Instruction; Japanese

with Historic Places.
PUB DATE- 93
NOTE- 17p.; Photographs may not reproduce clearly. For related documents in this series, see SO 023 502-508.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architecture; Buildings; Court Litigation; Elementary Secondary Education; *History Instruction; Instructional Materials; Local History; Locational Skills (Social Studies); Maps; Social Studies; *United States History
IDENTIFIERS- *Missouri (Saint Louis)

This document, from the lesson plan series, "Teaching with Historic Places," explores the history of the Old Courthouse in St. Louis, Missouri. Following an introductory section on the courthouse's role as a seat of justice and meeting place, the document sets out objectives for students and teaching activities. The teaching activity suggestions include details on "Setting the Stage"; "Locating the Site"; "Determining the Facts"; and "Putting It All Together." Activities relate to attached readings on the national railroad and the Dred Scott trial. The document contains four maps and two photographs. (SG)

ED 364 472 SO 023 539

Saunders, John
Education and Vicious Circles in Mississippi. Social Research Report Series 93-1.
PUB DATE- Jan 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economic Development; *Educational Finance; *Educational Quality; Elementary Secondary Education; Higher Education; *Public Education; *Social Attitudes; *Teacher Salaries
IDENTIFIERS- *Mississippi

The importance of education for prosperity is beyond dispute. A nation or a state whose people are educated and industrious will prosper. Such social forces as the rise of private schooling, disenchantment with public education, and the aging of the population drain public education of its support. If educational quality has a cost, the willingness to pay for education is a measure of the commitment to quality. Mississippi is near the bottom of the nation in teacher pay and spending per student. Such statistics mean the state will find it difficult to keep its most capable citizens, to attract the best qualified to move there, and to attract industries that require well qualified workers. Mississippi's agrarianism hindered economic progress and the development of new industries while its plantation economy left a legacy of low educational attainment and high infant mortality. Iowa, a state with a somewhat similar agriculturally based economy, performs better overall in education and spends much more on teacher salaries and higher education. Meaningful growth will not occur in the absence of an educated population. States and nations that fail to invest in education do so at their own risk. (SG)

ED 364 473 SO 023 542

Vavrina, Vernon J.

the perceived antecedents of academic stress. The definition of stress as a negative emotion strongly associated with doubt about coping is suggested to be particularly relevant to the academic arena where students increasingly are being expected to cope with increasingly larger workloads that concomitantly lead to an increase in self-doubt with regard to their aptitude. A strength of this study is that the question of adolescent stress was investigated using an instrument specifically designed for use with an adolescent population. The Academic Pressure Scale for Adolescents was administered to 112 girls and 160 boys attending high school. Significant gender based differences were obtained on 8 of the 35 questions comprising the scale. The eight questions concerned concern or frustration about: (1) performance on a test even after the test is over; (2) inability to learn assignments; (3) difficulty understanding assignments; (4) being made fun of because of inability to answer a question in class; (5) parental pressure for better grades; (6) consultation with teachers over low grades; (7) pretest stress; and (8) being accused of not trying in class if performance was not up to what the school expected. In each case girls reported greater stress than boys. This study provides strong evidence that girls and boys of high school age differentially experience the antecedents of academic stress and that adolescent girls experience greater academic stress than boys. (DK)

ED 364 493   SO 023 674

Owen, David B., Ed.; Swartz, Ronald M., Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 8-9, 1991, and November 13-14, 1992).
PUB DATE- 93
NOTE- 371p.; For earlier proceedings, see ED 356 992-993, ED 345 983-987, ED 319 670, and ED 241 407.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Critical Thinking; Democracy; *Educational Environment; Educational Objectives; *Educational Philosophy; *Educational Theories; *Ethical Instruction; Females; Grading; Higher Education; Popular Culture; *Social Change; Student Evaluation; Teaching (Occupation)
IDENTIFIERS- Beauvoir (Simone de); Confucius; *Dewey (John); Peirce (Charles S); *Postmodernism

This document consists of papers that were presented at the 1991 and 1992 annual meetings of the Midwest Philosophy of Education Society. The book is divided into four sections. The first is composed of the society president's address at the 1992 meeting and a response to that address. The presidential address discussed chaos theory and the philosophy of Charles Peirce as it related to the future of philosophy of education. The second section contains the papers presented at the 1991 meeting. Some subjects included are: (1) critical thinking and Aristotle's "Posterior Analytics"; (2) philosophy of popular culture in academia; (3) student disbelief; (4) conflict between individual rights and social values in the civil rights movement; (5) changes in U.S. education as it relates to the teaching profession; (6) and (7) John Dewey's educational philosophy; and (8) democracy and education beyond the classroom. The third section consists of the papers presented at the 1992 annual meeting. Subjects in this section include Simone de Beauvoir's theory of women in society and social change, education and democracy, hopefulness and inner city

Distribution of Women Residents, 1991; (5) Women Faculty by Departments, 1975 and 1993; (6) Tenure Status of Full-Time Basic Science Faculty; (7) Tenure Status of Full-Time Clinical Faculty; (8) Women Chairs of Academic Departments; and (9) Women in Administrative Positions in Medical Schools. Three figures graphically display data on full-time medical school faculty by rank and gender; full-time medical school faculty by degree and gender; and ethnicity of female faculty in U.S. medical schools. (LL)

ED 364 511 SP 034 840

Peer to Peer: Youth Preventing HIV Infection Together.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Decision Making Skills; Disease Control; *Health Promotion; *Peer Teaching; Program Descriptions; *Program Design; *Program Implementation; Secondary Education; Secondary School Students; Sex Education; Student Attitudes; Student Behavior; Teaching Methods
IDENTIFIERS- *Sexually Transmitted Diseases

To meet the challenge of teaching safer sexual behavior to teens, peer education--individuals teaching others in their own or similar age group--is an effective teaching method. Teenagers report that they are more likely to listen and talk to their peers about sexuality issues than to their parents, guardians, or health care providers. Effective peer educators are able to change peer norms concerning risk-taking behavior and help themselves as well as other youth make healthy decisions about their lives. This publication examines the method of peer to peer education in four sections. Section 1 provides background information on the need for peer education programs. Section 2 presents five steps in developing and implementing a peer education program. Section 3 presents the conclusion to the guide and section 4 lists peer programs highlighted in the publication. (LL)

ED 364 512 SP 034 841

Human Sexuality. A Resource Guide for Parents and Teachers on Teaching...High School Level.
PUB DATE- Jun 92
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making Skills; Family Attitudes; Health Promotion; High Schools; High School Students; *Human Body; Parents as Teachers; Parent Student Relationship; Reproduction (Biology); *Resource Materials; Self Esteem; *Sex Education; *Sexuality; Student Attitudes; *Student Behavior; Teacher Responsibility

This guide provides information and resources that will facilitate parents' ability to help adolescents understand

Bringing Health to School: Policy Implications for Southern
States. Issue Brief.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jun 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)
DESCRIPTORS- Child Advocacy; *Child Health; Disease Control;
Elementary Secondary Education; *Health Promotion; Models;
Policy Formation; *Program Development; *Public Policy;
Regional Characteristics; *School Health Services; School Role;
Student Needs
IDENTIFIERS- *Comprehensive School Health Programs; *United
States (South)

The contribution of school health programs to disease prevention among children and youth has included immunizations, screenings, referrals, and in some instances, treatment for potentially health-threatening conditions. State and community policymakers, as well as children and youth advocates, have been prompted to consider a broader role for school health services, due to poor health status of children, high risk behaviors, inadequate health insurance, poor health care utilization, and barriers to public health care. Policy planners believe that comprehensive school health programs can respond to the health information and preventive care needs unmet by society. Statistics are cited to reflect the poor health status and health-threatening behaviors of youth. The dearth of school health programs in the southern United States is attributed to inadequate funding, vocal opposition to school-based health services, and the autonomy of local school districts. States are urged to establish coherent and comprehensive state policy, support local determination of need, provide financial resources, monitor programs, evaluate programs, provide support services for school health personnel, and provide models of delivery. A table lists state regulations for health services in southern schools. Five models of state governments taking a leadership role in creating effective health services for school populations are briefly described. (JDD)

ED 364 532 SP 034 878

Benson, Martin T., Ed.
NCAA Division 1 Graduation-Rates Summary, 1992-1993.
PUB DATE- May 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Athletes; *College Athletics; *College Graduates;
*College Outcomes Assessment; Comparative Analysis;
Differences; *Enrollment Rate; Females; Higher Education;
Institutional Characteristics; Institutional Mission;
Institutional Research; Males; Minority Groups; Private
Schools; Public Schools; School Statistics
IDENTIFIERS- *National Collegiate Athletic Association

This publication is comprised entirely of statistical reports that summarize graduation-rate data collected from National Collegiate Athletic Association (NCAA) Division 1 member institutions. The reports reflect the graduation rates of: (1) students and student-athletes entering college in the 1985-86 academic year, and (2) the average graduation rates of the for first-year teachers who are certified in bilingual education and teach limited-English-proficient students. Beginning teachers are assigned to experienced bilingual education teachers who serve as mentors during the first year of teaching. Novices are required to observe their mentors promptly after the project begins; mentors are encouraged to meet with their beginning teacher at least twice weekly, record each meeting in a log, lend resources, share information, and hold planning and feedback sessions. Analysis of mentors' logs revealed distinct patterns of assistance with varying emphasis at different times during the semester and indicated that teacher feedback and behavior validate the need for support activities and benefits derived from them. The paper concludes with suggestions for induction programs at the district level: provide compensation and perks to the participants; waive appraisals and evaluations during the first year; provide instructional resources for the beginning teacher; and provide released time for observing peer teachers. (LL)

ED 364 550 SP 034 930

Alternative Paths to Teaching: A Directory of Postbaccalaureate Programs.
PUB DATE- Dec 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alternative Teacher Certification; College Graduates; Education Courses; Elementary Secondary Education; Graduate Study; Higher Education; *Masters Programs; National Surveys; Program Content; Program Descriptions; *Required Courses; *Teacher Education Programs; *Teaching (Occupation)

This directory presents information on 257 programs in colleges and universities for individuals who already have a bachelor's degree and want to complete requirements to earn a teaching license, a master's degree, or both. Information included in the directory is the result of a survey of the American Association of Colleges for Teacher Education's member institutions. The directory does not include all such programs available in U.S. colleges and universities or programs that may be offered by state governments, school districts, or other sources. Program descriptions reflect institutional and state requirements as of summer 1993. Program descriptions are presented under their respective institutions, which are arranged by state. The approximate amount of time necessary to complete the program (full-time and part-time) is included. Many programs require extended placements in elementary or secondary schools as part of the course of study. The program description gives an idea of program requirements and whether a master's degree can be earned as well as a teaching license. A contact person is listed for each institution. (LL)

ED 364 551 TM 020 459

Cheong, Jacquelline; Barr, Mary
Achieving Equity: Counting on the Classroom.
PUB DATE- Mar 93
NOTE- 35p.; Prepared as a background paper to a demonstration of the California Learning Record (CLR) at the Ford Foundation Symposium "Equity and Educational Testing Assessment" (Washington, DC, March 11-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

validities of the Armed Services Vocational Aptitude Battery (ASVAB) and the Learning Abilities Measurement Program (LAMP) tests in predicting individual differences in the acquisition of declarative knowledge (measured by the accuracy in solving problems) and the development of procedural skill (measured by the time required to solve problems). In general, the LAMP tests added about 20 percent unique valid variance to the ASVAB tests in predicting these criteria. Furthermore, for both criteria, the LAMP test alone accounted for more variance than did the ASVAB tests alone. Analyses indicate that the advantage of the LAMP tests was neither due to concurrency effects, nor obtained at the expense of excessive testing time. Although LAMP tests and the criterion tests used common methods, arguments are presented contending that most of the covariance associated with common methods was meaningful to the task being learned and performed. Thirty tables in the text and six more in two appendixes present study findings. (Contains 22 references.) (Author/SLD)

ED 364 569 TM 020 723

Statewide Report for Arizona Pupil Achievement Testing and Appendix to the Statewide Report for Arizona Pupil Achievement Testing.
PUB DATE- Jun 91
NOTE- 414p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary School Students; Elementary Secondary Education; Grammar; Graphs; Language Tests; Mathematics Tests; *Norm Referenced Tests; Racial Differences; Reading Tests; School Districts; *School Statistics; Scores; Secondary School Students; Sex Differences; Standardized Tests; *State Programs; State Surveys; *Student Evaluation; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- Arizona; *Arizona Pupil Achievement Testing; Arizona State Assessment Programs; Iowa Tests of Basic Skills; Percentile Ranks; Tests of Achievement and Proficiency

Test results are presented from the 11th year of the Arizona Pupil Achievement Testing Program, administered as mandated by the state legislature, which requires that a nationally standardized norm-referenced achievement test in reading, grammar, and mathematics be given to students in grades 2 through 11, with representative samples tested in grades 1 and 12. In 1991, the Riverside Basic Skills Assessment Program was used, consisting of the Iowa Tests of Basic Skills for grades 1 through 8 and Tests of Achievement and Proficiency for grades 8 through 12. A total of 442,620 students in grades 2 through 11 and 31,145 students in grades 1 and 12 were tested on April 1st through 12th of 1991. Students collectively scored in the average range in reading, language, and mathematics; and were performing at about the same level of achievement as students across the nation based on 1987-88 national norms. Gender differences are identified, and the performance of racial and ethnic groups is discussed. Twenty-six figures and 38 tables illustrate the results for the individual grades. The separately bound appendix contains the 1991 percentile ranks for reading, language, and mathematics by school district in 141 pages of tables in appendixes A, B, and C. (SLD)

ED 364 570 TM 020 724

Statistics, and is probably the richest archive ever assembled on a generation of Americans. Participants were selected as high school seniors in 1972 and were followed through postsecondary transcripts in 1984. In 1981, Samuel Peng assembled a bibliography of studies describing or using NLS-72 data. This publication extends Peng's work by describing the considerable number of studies published since the first bibliography. Works are arranged in the following categories: (1) general descriptions (data sets and populations); (2) methodology; (3) work (employment); (4) secondary education; (5) postsecondary education; (6) educational and occupational aspirations; (7) educational and occupational attainment; (8) gender and racial-ethnic differences; (9) vocational technical and vocational education; (10) teachers; (11) marriage, family, and life transitions; (12) economics of education; (13) testing; (14) others; and (15) tabulations. In all, 259 sources are listed and annotated with a brief description of the study and its methodology. Publication of this document coincides roughly with the release of an optical data disk with the NLS-72 data archive, manuals, and sample computer programs. (SLD)

ED 364 588 TM 020 815

Hunt, E. Stephen
A Guide to the International Interpretation of U.S. Education Program Data: CIP, IPEDS, CCD and ISCED.
PUB DATE- Oct 93
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - General (130)
DESCRIPTORS- *Academic Standards; *Classification; *Comparative Analysis; Databases; *Data Interpretation; Elementary Secondary Education; Higher Education; National Surveys; *Program Evaluation
IDENTIFIERS- Classification of Instructional Programs; Common Core of Data Program; *Data Crosswalk Codes; Data Files; Integrated Postsecondary Education Data System; *International Standard Classification of Education; User Guides

The International Standard Classification of Education (ISCED) was developed by the United Nations Educational, Scientific, and Cultural Organization in the 1960s and 1970s to be the recognized international standard for reporting and interpreting education program data. Creating a U.S. crosswalk to this system has been a goal of research conducted by the Office of Educational Research and Improvement that awaited the revision of the Classification of Instructional Programs (CIP) system. This publication contains a detailed discussion of the correspondence between U.S. education program databases and classification systems and the ISCED. It includes a crosswalk between ISCED and the 1990 CIP, and crosswalks between the ISCED and educational level classifications used in the Integrated Postsecondary Education Data System (IPEDS) and the Common Core of Data Survey (CCD), which collects data on primary and secondary education. The "Guide" also presents useful information on U.S. education program data. Technological and methodological considerations are discussed, and crosswalking data at various education levels are considered. An appendix of nearly 100 pages contains the master crosswalk of U.S. and ISCED codes. (SLD)

ED 364 589 TM 020 817

Minorities

Case studies and episodes are presented that indicate the adjustment of Asian American language minority students to the mainstream U.S. culture. Chapter 1 places the study in the context of macro- and micro-ethnographic research on immigrant and minority educational achievement. Chapter 2 compiles demographic data and background on each major Asian Pacific Islander group in California. Chapters 3, 4, and 5 examine critical educational issues in relation to the ethnohistorical and sociocultural contexts of Asian Pacific Islanders, integrating theoretical perspectives with case studies, and describing issues such as language proficiency and academic achievement in the light of cultural conflict. Chapter 6 provides recommendations by which teachers can strengthen the participation of Asian Pacific Islander students in their educational processes. Chapter 7 then returns to some theoretical perspectives introduced in Chapter 1, showing how the situation of Asian American and Pacific Islander students illustrates the importance of ethnohistorical and ethnographic approaches to improve student opportunities to learn. Sixteen tables and three maps present information about the Asian and Pacific Islander populations. (Contains 234 references.) (SLD)

ED 364 610 UD 029 039

Sleeter, Christine E.
Keepers of the American Dream: A Study of Staff Development and Multicultural Education. The Wisconsin Series on Teacher Education.
PUB DATE- 92
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Attitude Change; Conservatism; *Elementary School Teachers; Elementary Secondary Education; Equal Education; Ethnography; Females; *Inservice Teacher Education; Liberalism; *Multicultural Education; Preschool Education; Preschool Teachers; *Secondary School Teachers; *Staff Development; Teacher Attitudes; Teacher Role; Urban Teaching; Whites
IDENTIFIERS- American Dream; *Structuralism

This book reports an ethnographic study, conducted over 2 years, of 30 teachers from 18 schools (preschool through high school), who participated in a staff development program in multicultural education. Observations and interviews indicate how multicultural education was actually presented to the teachers, and how their perceptions and teaching methods changed over the years. Although most teachers reported learning a good deal, changes in teaching and discussions of teaching were fairly limited. The lack of actual change is analyzed, concentrating on the following issues: (1) the nature of staff development and how the multicultural education was packaged; (2) the structure of schools as institutions; and (3) the identities and life experiences of the teachers as white women. It is argued that radical structuralism is the best theoretical perspective for understanding social issues addressed by multicultural education. Multicultural education, however, is usually presented to teachers in the language of liberalism, emphasizing individual mobility and equal opportunity, or even of conservatism; and most teachers in fact interpret inequality issues through conservatism or liberalism. A concluding chapter suggests directions to take to do things differently. (Contains 190 references.) (SLD)

Specific topics include: (1) the distribution of middle school students in poverty by social background, community type, and geographic region; (2) educational opportunities for middle school students in poverty as measured by school characteristics, curriculum, teacher qualification, and special services; (3) deficiencies in student performance in school; and (4) educational emphases for the future. In addressing most of these topics, students in poverty are compared with less economically disadvantaged students. Study results do not show any significant differences in curriculum requirements and offerings; thus, no special effort would be necessary in that area. However, the study does reveal deficiencies in teacher qualifications for students in poverty. More qualified and experienced teachers, especially teachers with positive attitudes toward students, are needed in schools where students in poverty concentrate. In these schools, emphasis should be placed on programs for improved safety and discipline, teacher improvement, improved student attendance and classroom behaviors, and improved communication with parents including support to parents in teaching students what is right. (Contains 7 references.) (GLR)

ED 364 629   UD 029 607

Peng, Samuel S.; Wright, DeeAnn
Learning Programs at Home: An Explanation of the High Academic Achievement of Asian American Students.
PUB DATE- Jan 93
NOTE- 18p.; Paper presented at the Winter Conference of the American Statistical Association (Ft. Lauderdale, FL, January 3-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Asian Americans; Comparative Analysis; Cultural Differences; Ethnic Groups; Family Influence; Family Involvement; Grade 8; *High Achievement; *Home Study; Junior High Schools; Junior High School Students; *Learning Readiness; National Surveys; Parent Child Relationship; *Parent Participation; Performance; *Racial Differences
IDENTIFIERS- *Asian American Students; National Education Longitudinal Study 1988

An explanation of why Asian American students perform better than others in school may lie in the nature of the learning programs they receive at home. The purpose of this paper is to define such programs that account for most of the differences in academic achievement among racial/ethnic groups. Data were used from the National Education Longitudinal Study of 1988 concerning family characteristics and learning activities at home from parents and students, as well as school experience and school performance of students, and the findings from previous research in the area of student performance. Areas analyzed involved such categories as demographic environment of the family, discipline and effort, parental assistance, educational pressure, and educational opportunities. The first analysis examined whether the selected variables of learning programs at home were significantly related to student achievement as measured by the combined test scores of students on reading and mathematics tests. A second analysis examined whether there were differences in these variables between Asian American students and students from other racial-ethnic backgrounds. Two major findings were drawn from the study: (1)

As part of the American school reform movement, administrators are searching for ways of measuring students' skills and progress within the system. This book focuses on the qualitative assessment possible through the use of student portfolios, particularly at the college level. It begins with a critical examination of multiple-choice, standardized testing, then moves to a discussion of the human beings who populate the world of higher education and the psychosocial constructs that surround them. Chapter 2 discusses the belief that respect for diversity of all kinds is essential to the creation of a healthy society, growing out of the concern that national assessment movements may accidentally forget the human beings who are being assessed. Chapters 3 and 4 explore the nature and use of student portfolios in assessment, the steps that might be taken to make the implementation of portfolios practical and the role that portfolio assessment might play in improving programs, instruction, and the quality of students' learning. Finally, the book offers a broad variety of approaches to teaching and learning across the curriculum. Appendices provide the GCP (General College Program) Assessment Project outcomes and a sample portfolio handout for English majors (Fall 1993). (Contains over 150 references and an index.) (GLR)

ED 364 175 HE 026 979

Caplan, Paula J.
Lifting a Ton of Feathers: A Woman's Guide for Surviving in the Academic World.
PUB DATE- 1 Aug 93
NOTE- 280p.; A project of the Council of Ontario Universities Committee on the Status of Women.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; Career Planning; *College Faculty; Colleges; Educational Environment; Employment Interviews; Equal Opportunities (Jobs); Faculty Promotion; Foreign Countries; Guidelines; Higher Education; Personnel Selection; *Promotion (Occupational); *Sex Bias; *Sex Discrimination; *Sexual Harassment; Universities; *Women Faculty
IDENTIFIERS- Canada; United States

This book addresses what keeps women out of the highest levels of academia in the United States and Canada and demonstrates that while many women believe that when they fail it is their fault, their fate is more likely to be sealed by the barriers they face within the male environment. The book presents a list of the forms that the maleness of the environment take; two are the conflict between professional and family responsibilities, and sexual harassment. In addition, the book offers advice on practical techniques in preparing a curriculum vitae, handling job interviews, and applying for promotions and tenure. A final chapter provides a checklist which serves two purposes: to provide guidance in a search for women-positive institutions and to give suggestions for ways individual women, and women in groups, can work to improve the situation at their own institutions. Appendices present data on gender bias in academia, examples of the maleness of the environment, and suggested guidelines for hiring, promotion, and tenure committees. Contains a bibliography of over 500 references within the categories of general references; graduate students; grievance and legal proceedings; job search and hiring; mentors, supervisors, and role models; non-regular instructional personnel; older women; research, writing,

*Courseware; Educational Research; Elementary School Science; Evaluation; Grade 5; Inservice Teacher Education; Intermediate Grades; Language Arts; Social Sciences; Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- Learning Styles Inventory (Renzulli and Smith)

This research was an exploratory study of which teachers, students, and teacher-student combinations benefit most from a particular aspect of computer-assisted instruction. The study is based on teacher and student evaluations of different teaching styles while using instructional software. Three teaching styles (monitoring, coordinating, and mediating) were used with each of three software packages in three fifth grade classes. The classroom teachers and 18 students, selected to represent differing preferred learning styles, were interviewed about the advantages and disadvantages of each style/software dyad. Contrary to expectations, the effectiveness of the three styles did not seem to depend on the primary instructional style of the teacher or on the preferred learning styles of the students. Rather, the results suggested that, for optimal effectiveness, all three styles should be used with every instructional software program. The mediating style provides a demonstration of the software, allows the teacher to highlight the important concepts, and shows the students what achievement is possible. Coordinated activities provide additional time and contexts for students to learn the concepts. The monitoring style allows students to work with the concepts at their own pace. Demonstrating these styles to teachers in their classes seemed very useful for encouraging them to use the styles themselves. (Contains 52 references.) (Author/KRN)

ED 364 195 IR 016 279

McAllister, Alan
Representing the Programming Process: Goal Structures and Action Sequences in LOGO Programming.
PUB DATE- 13 Apr 93
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Elementary School Students; Foreign Countries; Intermediate Grades; Junior High Schools; Junior High School Students; Models; Preadolescents; *Problem Solving; *Programing; Research Tools; *Skill Analysis; *Thinking Skills
IDENTIFIERS- *LOGO Programing Language; Strategic Thinking

This study developed representations of the LOGO programming process which provide the basis for strategy analyses and a new perspective on problem solving in complex, semantically rich task environments such as LOGO. Nine students, ages 10 to 14, who had been identified as gifted and had previous programming experience, were trained in the rudiments of LOGO. The focus of the analysis was the performance of the students on three tasks which involved graphics, word-and-list, and interactive game programming. Software tools were developed to collect and analyze the subjects' interactions with the computer while programming. The product of the analysis was a problem behavior graph which plots the programmer's path through the two problem spaces involved in LOGO programming. These graphs are the basis for identification of the programmers' strategies. Three different layers of strategies were exhibited: top-down design strategies, depth-first component base strategies, and

Business Relationship; School Districts; *State Programs;
Teaching Methods; Technological Advancement; *Telecommunications
IDENTIFIERS- Compressed Video; *Kansas; Two Way Communication;
*Two Way Television

With the advent of numerous Kansas two-way interactive television (ITV) clusters and compressed video sites, the state has set the standard in revolutionary communications methods in elementary and secondary education. Nine projects using ITV in Kansas are described. Most allow delivery of lessons to students in other communities or schools. The success of these projects is due largely to the cooperation of local businesses, including telecommunications companies, the communities, and the school systems. These 9 interactive television clusters serve 48 Kansas cities and towns at present, and network officials are working to expand their capacities. ITV is making it possible to increase productivity and cut costs, and to set higher goals in education. Expanded partnerships with education, business, health care, and other industries will create a complete two-way network in Kansas. The next step is increased public understanding to improve participation. Eleven figures and 11 color photographs illustrate the networks and the statewide use of ITV. (SLD)

ED 364 214 IR 016 392

Hoffman, Lawrence M.
The Meanings of Channel One: Curriculum, Instruction, and Ethics; History, Control, and Rhetoric.
PUB DATE- Apr 91
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Television; *Classroom Techniques; Communications Satellites; *Curriculum Evaluation; Economic Factors; Educational History; Educational Technology; *Educational Television; *Ethics; Ideology; Mass Media Role; News Reporting; Rhetoric; School Business Relationship; Secondary Education; *Teaching Methods; Television Commercials; Videotape Recordings
IDENTIFIERS- *Channel One; Control (Social Behavior)

"Channel One" is a television news program produced by Whittle Communications Inc. and broadcast by satellite to American secondary schools that have entered into a contract for it. The contract requires no monetary payment by the school and provides it with a satellite dish, videocassette recorder, and essentially one television per classroom. In exchange for the program and equipment, students must be exposed to 10 minutes of news and 2 minutes of commercials every school day for 3 years. The curriculum, instructional approach, and ethics of use of Channel One are explored from several viewpoints. The history of corporate involvement in the schools is traced, and some historical analogues of Channel One in mass media are identified. Ethical considerations in such broadcasting, in particular the showing of commercials, and curriculum issues in producing the news program are considered. Further concerns are the issue of control over the exposure of students to program content, and the ideology presented to students through the programs. The phenomenon of Channel One must be regarded as an alert, bringing to public awareness issues and questions that are not easily resolved, but which will become more important provide supplemental information, including additional reports about program operation. A nine-item bibliography of articles about the NATDP is included. (SLD)

ED 364 233 IR 054 721

Haynes, Craig, Comp.
Providing Public Services to Remote Users. SPEC Kit 191.
PUB DATE- Jun 93
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Bibliographic Databases; Delivery Systems; Higher Education; Interlibrary Loans; Library Guides; *Library Services; Library Surveys; Mail Surveys; Online Systems; Outreach Programs; *Reference Services; *Research Libraries; Trend Analysis; User Needs (Information); *Users (Information)
IDENTIFIERS- Association of Research Libraries; *Remote Access

This flyer and kit present results of a survey conducted by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL) about providing public services to remote users, as well as a variety of documents pertaining to services to remote users. In February 1993, a SPEC survey of 108 ARL members was answered by 75 libraries. Responses indicated increased use of remote services, including circulation services and interlibrary loan, with further increases forecasted. Documents attached to the survey results include: (1) policy statements from two libraries; (2) user guides from 14 libraries; (3) remote access patron registration documents from 3 libraries; (4) searching guides to the online book catalog from 2 libraries; (5) bibliographic database searching guides from 5 libraries; (6) circulation policies and services statements from 5 libraries; (7) interlibrary loan documents from 4 libraries; (8) library delivery systems descriptions from 6 libraries; (9) document delivery services descriptions from 2 libraries; (10) photocopy services descriptions from 2 libraries; (11) electronic reference services descriptions from 4 libraries; and (12) technical help materials from 3 libraries. A list of nine selected readings is included. (SLD)

ED 364 234 IR 054 722

LeClercq, Angie Whaley, Comp.
Unpublished Materials: Libraries and Fair Use. SPEC Kit 192.
PUB DATE- Jun 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; *Copyrights; *Court Litigation; *Fair Use (Copyrights); Higher Education; Library Acquisition; Library Services; Library Surveys; Mail Surveys; Reprography; *Research Libraries; Users (Information)
IDENTIFIERS- Library Policy; *Manuscripts; *Unpublished Materials

Responses of 62 member libraries from the Association of Research Libraries (ARL) to a survey conducted by the Systems and manager, and the individual. Additional characteristics of the humanistic workplace, for which the system, the manager, and the individual share some responsibilities include a stimulating workplace in a safe and comfortable environment, characterized by trust and acceptance of diversity, with appropriate ways to handle change. (SLD)

ED 364 254   IR 054 758

Seager, Andrew J.; And Others
Learning from Public Library Literacy Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- Sep 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); Adult Basic Education; *Adult Literacy; Case Studies; Change Strategies; Leadership; Library Administration; Library Personnel; *Library Services; *Literacy Education; Organizational Development; Organizational Effectiveness; Program Descriptions; Program Design; *Public Libraries; Reading Programs

This study reports on the characteristics of selected public libraries into which adult literacy programs have become relatively integrated. The study addresses the following issues (1) the form of leadership in those libraries in which literacy programming has become integrated; (2) the organizational and staff support that promotes library literacy and other innovative programming; and (3) the key components of library literacy programs in these libraries. Data for the report were drawn from visits to five library literacy programs across the nation, extensive telephone interviews with 20 selected library literacy programs, and data submitted in the nomination of 68 programs from 22 states. The report includes detailed case studies of the five sites studied in depth and a separate discussion of their leadership, staff support, and key program components. The study's framework is described, including literacy program themes, conceptual assumptions underlying program implementation, organizational resources committed to the library literacy program, contextual factors, and the change process in public libraries that integrate literacy programming. (Contains 32 references.) (KRN)

ED 364 255   IR 054 759

Delfausse, Abigail W.
Library Support and Economic Growth.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; Federal Legislation; *Financial Support; Interviews; *Librarians; Library Facilities; Library Surveys; *Political Influences; *Public Libraries; State Libraries
IDENTIFIERS- *Economic Growth; *Library Funding; Library Support Groups; United States (South)

The relationship between public economic support of libraries and general economic conditions is explored, drawing on interviews with state librarians and their deputies in seven Southern

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Computer Uses in Education; Cooperative Learning; Educational Research; *Learning Disabilities; *Mathematics Achievement; *Peer Teaching; Remedial Mathematics; Teaching Methods; Two Year Colleges; Two Year College Students

A person with a learning disability usually has average or above average intelligence, but has difficulty taking in, remembering, or expressing information. Learning disabilities can involve visual processing speed, short-term memory processing, fluid reasoning, and long-term memory retrieval. These disorders are intrinsic to the individual and occur across the life span. Improved special education in elementary and secondary schools has led to a substantial increase in the enrollment of learning disabled students in universities and community colleges. In a 1991 report, as many as 9% of first-time, full-time college freshmen reported having at least one learning disability, representing a 300% increase since 1978. Addressing the needs of this growing, non-traditional population requires teachers to reconsider traditional instructional formats. In mathematics instruction, research indicates that the lecture method is not particularly effective. Additionally, research has shown that computer assisted instruction (CAI) increases the levels of mathematics learning for low-achieving student, and shows some promise in meeting the needs of students with mild learning problems. In addition to CAI, cooperative learning approaches, in which students teach one another, may help to dislodge the traditional lecture method and help make remedial courses more effective. Tutors should be adept at integrating computers into the tutoring experience, and should be trained to deal effectively with special populations, such as the learning disabled. Contains 15 references and sample computer-oriented math problems are included. (PAA)

ED 364 273 JC 930 539

Alonzo, Adam
Planning for Educational Technology: A Survey of Sinclair Community College Faculty.
PUB DATE- Dec 93
NOTE- 80p.; M.S.Ed. Master's Project, University of Dayton.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Planning; Community Colleges; Comparative Analysis; *Computer Uses in Education; *Educational Technology; Microcomputers; School Surveys; *Teacher Attitudes; Teacher Characteristics; Technological Advancement; *Technological Literacy; Two Year Colleges
IDENTIFIERS- Sinclair Community College OH

In June 1993, all 274 full-time faculty members at Sinclair Community College (SCC), in Ohio were surveyed concerning their experiences, opinions, and desires regarding educational technology. Specifically, the study sought to determine faculty experience with educational technologies; establish the level of training faculty had received and their desires for additional training; assess the ways in which educational technology is being used at SCC; and identify obstacles to the implementation of educational technology. Study findings, based on a 64% response rate, included the following: (1) 77% of the instructors reported having computers at home, 62% in the office, and 62% in classrooms or labs; (2) among faculty with instrument, developed jointly by the Office of Planning and Research and the Resources for Women program, was mailed to all administrators, full-time faculty, and staff in May and June of 1992. Results of the study, based on a 64% (n=446) response rate, included the following: (1) the most familiar programs offered by Resources for Women were Women's History Week and the Career Development Program, of which over 70% of the responding employers were aware; (2) the least familiar program was the volunteer program, of which only 26% of the respondents were aware; (3) employees thought that the women served by Resources for Women tended to be college re-entry women, women in crisis, and women needing help; (4) over half of the respondents thought Resources for Women should provide additional programs and services, with one quarter suggesting the organization of support groups; (5) 23% agreed that there should be a mentoring program for teen parents; (6) additional seminars on 58 different topics were suggested by 23% of the respondents, with some 19% suggesting additional counseling services; (7) utilizing Resources for Women for employee development was recommended by 14% of the respondents, with an additional 13% suggesting that the Women's Studies Courses be expanded; and (8) 79 employees volunteered to help the Resources for Women program in some way. Extensive data tables, employee responses, and the survey instrument are included. (MAB)

ED 364 289 JC 940 006

Lucas, John A.; And Others
Evaluation of Student Activities through Surveys of Harper Students and Employees. Volume XXI, No. 6.
PUB DATE- Feb 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Comparative Analysis; *Cultural Activities; *Employee Attitudes; Extracurricular Activities; Mass Media Use; *School Activities; School Newspapers; School Surveys; Self Evaluation (Groups); *Student Attitudes; *Student Behavior; Student Characteristics; Two Year Colleges; Use Studies
IDENTIFIERS- William Rainey Harper College IL

As part of the program review process at William Rainey Harper College (WRHC) in Palatine, Illinois, surveys were administered to three groups of students and to all WRHC employees to provide a partial evaluation of student activities. The three samples of students surveyed included 100 Caucasian students, 100 minority students, and 100 disabled students. Response rates for these groups were 42%, 38%, and 44%, respectively. In addition, 502 administrators and staff, 206 full-time faculty, and 943 part-time faculty were surveyed, of whom 392, 122, and 435 responded for response rates of 78%, 59%, and 46%, respectively. Study findings included the following: (1) the services most used by students were reading the school newspaper and the student handbook, and utilizing the student lounges; (2) administrators, staff, and full-time faculty read the school paper, used physician services, and purchased discounted movie-tickets more frequently than students; (3) disabled students and full-time faculty rated short-term loans as very valuable, while all groups rated physician services and legal services as very valuable; (4) regarding attendance at student activity and cultural arts events, students were most employed part-time; (2) all the graduates were employed in a field directly related to the dietetic technician program; (3) two graduates reported great difficulty in finding a job, while three had jobs lined up before graduation; (4) the average salary of the program graduates working full-time was $26,000 per year, while the average part-time wage rate was $15.65 per hour; (5) all the graduates were satisfied with their jobs, and 80% felt their jobs matched their skills; and (6) two employers rated the graduates as more effective than graduates from other colleges, while three rated them as equal to others. The survey instrument is included. (BCY)

ED 364 306 JC 940 043

Regel, Pat
Using a Total Quality Management Approach in the Teaching of English Composition.
PUB DATE- 93
NOTE- 52p.; Paper presented at "Reinventing the Community College," the Annual Computer Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Community Colleges; *Cooperative Learning; Course Content; *Freshman Composition; Instructional Innovation; Student Attitudes; Two Year Colleges; Two Year College Students; *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Total Quality Management

By applying the principles of total quality management (TQM), freshman composition can be taught in a way that focuses on the customer (the student), engenders a willingness for continuous improvement, builds quality into the process of writing, empowers the student to become responsible for his/her work, and allows students to make the necessary changes to improve the "product" based on feedback and evaluation. If teachers emphasize process rather than results and on empowering rather than controlling, teaching can become more enjoyable for both students and teachers. TQM-based teaching differs from traditional methods by focusing on team problem solving, quality, a less active role for teachers and a more active role for students. The first step in applying TQM techniques is providing students with the "tools" (information) to solve the "problem" (writing his/her paper) and establishing standards and expectations. Next, students choose who will work on their three-member teams to complete compositions. The teams divide up the work, set deadlines for individual drafts, determine how team meetings will be conducted, resolve their own conflicts, and trade ideas with other teams. Evaluation is ongoing and standards are raised each time a new project is introduced. Supplemental information is attached, including strategies for applying TQM; composition course outlines; lists of the benefits of TQM for the student, the characteristics of empowered students, skills students can transfer to the workplace and their personal lives, reasons teams work, principles for empowering people, principles of learning, and Deming's "14 points"; quotes from teacher evaluations indicating what students want; answers to the most often asked questions about TQM; and 18 suggested readings. (ECC)

ED 364 307 JC 940 044

United States Department of Agriculture (USDA) contends that because of the small capacity of young children's stomachs, they are not likely to consume all of the calories they would need to get enough protein, iron, and calcium from plant foots. The USDA also maintains that cow's milk is essential to a healthy diet. However, recent studies have implicated meat, eggs, and dairy products in atherosclerosis, coronary heart disease, and cancer. Milk and dairy products have been linked to severe respiratory problems, diabetes mellitus, and intestinal blood loss. Regardless, most schools and day care centers still teach and abide by the four food groups, which emphasize meat and dairy foods. Whole grains, vegetables, legumes, and fruit can provide children with the protein, fiber, calcium, iron, and vitamin B12 that they need. However, for children to get enough nutrients from a vegetarian diet, they must limit their intake of empty calorie foods such as potato chips, sodas, and candy. Interviews with 58 preschool children, however, indicated that their lists of favorite foods showed a preference for carbohydrates, fruits, and vegetables. (AC)

ED 364 325 PS 021 823

Nunnery, John A.; And Others
Relationships between Classroom Climate, Student Characteristics, and Language Achievement in the Elementary Classroom: An Exploratory Investigation.
SPONS. AGENCY- Memphis State Univ., Tennessee. Center for Research in Educational Policy.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; Elementary Education; *Elementary School Students; *Language Arts; Measurement Techniques; Models; Reading Achievement; Student Attitudes; *Student Characteristics
IDENTIFIERS- Hierarchical Linear Modeling

To enhance understanding of classroom climate effects on language achievement at the elementary level, this exploratory study examined cross-level interaction effects between student characteristics and student achievement. A classroom climate scale, developed for this study, was administered to 942 students in 22 schools across Tennessee. Achievement and demographic data on each student also were obtained. A hierarchical model for total reading and total language achievement was developed. Significant relationships were found among climate measures and student achievement when analyses were conducted exclusively at an individual level and when conducted through hierarchical linear modeling. Results highlight the importance of including variance in classroom climate scale scores as variables in a hierarchical model of climate effects. Findings also revealed that classrooms are most effective in producing higher overall language arts and reading achievement when students are heterogeneous in prior achievement and report high mean levels of satisfaction, low levels of alienation, and high levels of consistency. (MM)

ED 364 326 PS 021 825

childhood initiatives of states and the federal government, and describes the work of national organizations and task forces that have addressed the needs of children and families. The results of research on the impact of early childhood education on children's lives are highlighted in chapter 3. Chapter 4 discusses conditions relevant to shaping effective early childhood programs, which include: (1) providing developmentally appropriate education; (2) encouraging parent involvement and providing family support; (3) integrating services; (4) fostering interagency collaboration; (5) providing for staff development; (6) assessing children appropriately; (7) expanding facilities; and (8) increasing funding. The role of school boards at the local, state, and federal levels is discussed in chapter 5. An appendix contains a 41-item bibliography and a list of organizational resources. (SM)

ED 364 344 PS 021 909

Budd, Linda S.
Living with the Active Alert Child: Groundbreaking Strategies for Parents. Revised and Enlarged.
PUB DATE- 93
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Child Behavior; *Child Rearing; Children; Elementary Education; Family Environment; Family Role; Individual Needs; Learning Modalities; Parent Child Relationship; *Parenting Skills; *Personality Traits
IDENTIFIERS- *Active Alert Children; *Alertness

Bright, controlling, fearful, and highly energetic, active alert children are frequently misdiagnosed as hyperactive or learning disabled. This book offers guidance for the special challenge of parenting the active alert child. Part 1 profiles the active alert child and examines 11 traits that characterize active alert children. Part 2 discusses parenting the active alert child and offers advice on understanding the child, using parenting strategies that fit both the child's and parents' needs, and adapting different family systems to the active alert child. Part 3 highlights special events and daily activities that are potentially troublesome to the active alert child and discusses learning styles as they relate to active alert children. Part 4 examines active alert individuals as adults and as parents, answers frequently asked questions about active alert children, and offers some new insights on active alert individuals. An appendix presents a list of resources and suggested readings that contains 28 titles for adults and 20 titles for children. (TJQ)

ED 364 345 PS 021 914

Aronson, Susan; Smith, Herberta
Model Child Care Health Policies.
PUB DATE- Jun 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Change Agents; Change Strategies; Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; Leadership; Models; *Rural Schools; *School Districts; *Superintendents
IDENTIFIERS- *Saskatchewan

Naturalistic case studies of three rural Saskatchewan school districts examined how directors of education managed multiple educational innovations arising from provincially mandated curriculum change and a voluntary school improvement program. School divisions were viewed as comprising three dimensions (political, technical, and cultural) that are associated with corresponding strategies for change implementation. On-site observations, local records and documents, and interviews with administrators, teachers, and board of education members suggested that five patterns of activities described directors' involvement with change implementation. Two patterns in the political sphere were director-board of education partnership and collaboration and teams of key people providing leadership for change. The technical dimension of educational change involved effective use of time, information, and local expertise. Patterns related to organizational culture were conceptual clarification activities for professional staff and creating an articulated vision of the "big picture." In the early stages of implementation, the director's political (pressure) and technical (support) activities are critical. At the same time, individual school realities must be balanced with system priorities and vision. Contains 54 references. (SV)

ED 364 364 RC 019 371

Neihardt, John G.
Black Elk Speaks. Being the Life Story of a Holy Man of the Oglala Sioux.
PUB DATE- 72
NOTE- 298p.; Originally published in 1932. Introduction by Vine Deloria, Jr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- American Indian Culture; *American Indian History; American Indians; Beliefs; Biographies; Mythology; Nonformal Education; *Personal Narratives; *Philosophy; *Religion; Symbolism; United States History
IDENTIFIERS- *Black Elk; *Oglala Sioux (Tribe); Visions; World Views

This classic book describes the life experiences and "great vision" of Black Elk, a holy man of the Oglala Sioux. Black Elk imparted these things to John Neihardt so that he might save them for future generations. Black Elk's power-vision occurred when he was 9 years old during a sickness. The lengthy vision contained profound symbolism that depicts the plight of American Indians and the unity of all creation. The memory of this vision affected Black Elk throughout his life, although he never felt he fulfilled the mission portrayed by the "six grandfathers." At age 17, on the advice of a medicine man, Black Elk performed the vision with the help of tribal members. The performance allowed him to use the powers given to him in the vision for healing others. Much of the book focuses on Black Elk's early years and upbringing and on the Indians'

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Alcohol Education; Annotated Bibliographies; Drinking; *Drug Education; Drug Use; Elementary Secondary Education; *Health Promotion; *Hispanic Americans; *Prevention; Spanish Speaking; *Substance Abuse; Values Education

This bibliography describes publications related to the prevention of alcohol and drug abuse and aimed at Hispanic Americans. Items described were published from 1987 to 1991. A section of prevention materials in Spanish, English, or both languages includes 15 brochures, fact sheets, booklets, curriculum packets, and teaching manuals. Each entry contains organizational source, publication year, format, length, context, topic, target audience, setting for use, language, readability, availability, and annotation. Items are targeted toward health and social service professionals, the general public, parents, women, elementary and high school teachers, and teenagers. Topics include substance abuse among Hispanic Americans, cultural sensitivity toward Hispanic traditions and values, teaching children not to use alcohol and drugs, transmission of AIDS, prevention activities for children that emphasize life skills, effects of drugs and alcohol during pregnancy, and child development of strong values and character. A section of 39 government publications, journal articles, conference papers, dissertations, and book chapters contains research reports and program descriptions. Research covers such areas as patterns of drug and alcohol use among Hispanic Americans, Hispanic subgroups, other ethnic groups, and Hispanic youth; relationships of drug and alcohol use to accidents and injuries, lifestyles, homosexuality, injury mortality, place of residence, acculturation, and sex; and impact of drinking on family life and children. Seventeen resource organizations and programs are listed. (SV)

ED 364 383 RC 019 405

Petro, Janice Rose; And Others
On the Move: Migrant Education 1991-92.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Aug 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Agency Cooperation; Budgets; *Educational Objectives; Elementary School Students; Elementary Secondary Education; Enrollment; *Migrant Children; *Migrant Education; Preschool Education; *Program Evaluation; Scores; Secondary School Students; Summer Programs
IDENTIFIERS- *Colorado; Migrant Student Record Transfer System

During 1991-92, 15 local Migrant Education projects served 2,063 migrant students in 751 Colorado schools. This report characterizes the population served, describes the services provided, and presents program evaluation data. Although the programs serve students aged 0-21, the majority of children were of elementary school age in regular-year and summer programs. Most children were from migratory families that traveled between Colorado and at least one other state. Reading, English for limited English speakers, language arts, and mathematics were the primary areas of instruction. The summer program offered expanded instructional areas and support mathematics education. (JAF)

ED 364 403 SE 053 222

Carlson, Carol Gordon
The Metamorphosis of Mathematics Education. FOCUS 27.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Strategies; *Mathematics Education; Problem Solving; Teaching Methods
IDENTIFIERS- National Standards; *NCTM Curriculum and Evaluation Standards; *Reform Efforts; Technology Integration

This booklet explains the background, rationale, and issues addressed in the NCTM Curriculum and Evaluation Standards. A detailed vignette of a classroom lesson is presented as an example of what is envisioned for the future. A comparison of the differences between the reform urged by the Standards and the efforts of the "New Math" movement is described. Some issues discussed include: (1) the emphasis on problem solving and reasoning; (2) the importance of making connections between mathematics and other disciplines; (3) a continuing role for rote learning; (4) accepting calculators and computers in mathematics instruction; (5) revising assessment strategies; and (6) the role teachers need to play in mathematics education reform. (DE)

ED 364 404 SE 053 745

Stephens, Max, Ed.; And Others
Communicating Mathematics: Perspectives from Classroom Practice and Current Research.
SPONS. AGENCY- Australian Council for Educational Research, Hawthorn.
PUB DATE- 93
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available From EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Australian Aboriginal Languages; Bilingual Education; Calculus; *Classroom Communication; *Content Area Writing; Cooperative Learning; Cultural Influences; Elementary Secondary Education; English (Second Language); Evaluation Methods; Foreign Countries; Indigenous Populations; *Language of Instruction; *Mathematics Instruction; Probability; Problem Solving; Teaching Methods; *Teaching Skills
IDENTIFIERS- Australia; Mathematics Education Research

The Australian Reading Association felt that language in mathematics was a topic worthy of inclusion in their First International Conference and 19th National Conference. As a result, this book was formed from contributions of mathematics educators in Australia and New Zealand. The book is broken into five major sections: (1) Communicating mathematical meaning, (2) Fostering good classroom practice in mathematical communication, (3) Students writing in mathematics, (4) Assessing mathematical communications, (5) Influence of culture and linguistic background. Themes included in communicating mathematical meaning are language in small group work, communicating the definition of mathematics, and the relationships among cognition, visual imagery, and language. Included in the second section are papers on applying language-

Technology Education
IDENTIFIERS- 4 H Programs; *Fibers; *Space Shuttle

This teaching guide for 4th through 6th grade classes integrates science, language arts, and math concepts into ready-to-use space and space technology lessons. Significant learning outcomes for this curriculum are linked to Ohio's educational objectives for science in an at-a-glance curriculum matrix. A summary of the significant 4-H life skills addressed within this curriculum is also provided. This curriculum is organized around three distinct units of study, Forces, Fibers, and Foods, linking space age technology to the everyday interests of students. Activity sheets and a pre/post test are included for these topics. (PR)

ED 364 425   SE 053 940

Hewson, Peter W.; Olsen, Timothy P.
"Emotional Distress" in Teaching Force and Energy: A Physics Teacher's Story.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; High Schools; *Physics; Science Activities; *Science Instruction; *Science Teachers; Secondary School Science; Secondary School Teachers; *Teacher Attitudes; *Teacher Behavior; Teaching Methods

Knowledge-in-action is a teacher's form of inherently knowing one's actions in the context of daily teaching activities. This article focuses on one physics teacher in a study and describes and analyzes his knowledge-in-action. Observations and interviews were used as data. Among the findings are the teacher's practice can be delineated into two modes, a classroom mode and a laboratory mode. Students in the classroom mode are expected to mentally reason as they are guided by the teacher. In the laboratory mode, the teacher did not hand out detailed instructions for performing labs as he expects students to develop procedures for themselves. The teacher treats Newton's laws of motion as unquestionable givens. (PR)

ED 364 426   SE 053 941

Hewson, Peter W.; Kerby, Holly Walter
Conceptions of Teaching Science Held by Experienced High School Science Teachers.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; High Schools; *Science Instruction; *Science Teachers; Scientific Concepts; Secondary School Science; *Secondary School Teachers; *Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- Project DISTIL; *Teacher Thinking

The thoughts that teachers have about the content and students

Americans; Law Related Education; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; Social Studies; *United States History; World War II
IDENTIFIERS- *Bill of Rights; *National Archives DC; United States Constitution

This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns the Bill of Rights to the U.S. Constitution. Historical information on the Bill of Rights as well as on the internment of Japanese Americans during World War II is included. A photograph of the Bill of Rights and a photograph of persons of Japanese ancestry arriving at an internment center during World War II are included, as are two student exercises. (DB)

ED 364 451 SO 023 397

"The Blueprint of Democracy": The United States Constitution.
PUB DATE- 93
NOTE- 10p.; For related documents, see SO 023 393-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; Elementary Secondary Education; Field Trips; *History Instruction; Law Related Education; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; Social Studies; *United States History
IDENTIFIERS- *National Archives DC; *United States Constitution

This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on the U.S. Constitution. In addition to historical information on the U.S. Constitution, background on two documents involved in the workshop--George Washington's copy of the first draft of the Constitution and the 19th Amendment--is included. Photographs of these two documents as well as two student exercises also are provided. (DB)

ED 364 452 SO 023 398

"Our Lives, Our Fortunes, and Our Sacred Honor." The Declaration of Independence.
PUB DATE- 93
NOTE- 10p.; For related documents, see SO 023 393-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Field Trips; *History Instruction; Law Related Education; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; *Revolutionary War (United States); Social Studies;

A Practical Guide to Using ICONS (International Communication and Negotiation Simulations).
PUB DATE- 93
NOTE- 27p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 2-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Higher Education; *International Relations; Policy Formation; *Political Science; Position Papers; Problem Solving; Public Policy; *Role Playing; *Simulation
IDENTIFIERS- *ICONS (Simulation); University of Maryland College Park

The appallingly inadequate knowledge of current and international affairs among U.S. college students is well documented. ICONS, the International Communication and Negotiation Simulations program, offers an encouraging initiative for addressing the problem. ICONS is a "model United Nations" that the staff of the University of Maryland at College Park administers. Students from participating schools play the roles of decision makers of assigned countries as they negotiate a host of international issues. The schools generally get students involved through a course such as comparative foreign policy, a single-nation policy course, or international politics. Phase one, lasting 6 weeks, begins with the instructor offering students a pre-simulation questionnaire. Students then work to develop bibliographic and other library skills. At some schools, political science and foreign language students may work together, which makes the simulation more realistic. The first phase also includes a case study of one nation's foreign policy and an analysis of a detailed international scenario. The next step is the preparation of a class position paper on the scenario. In phase two the students communicate with peers around the country and world via regular mail and real time on-line conferencing through POLNET II. Phase three encompasses a debriefing of the students to determine what they have learned, a post-simulation questionnaire and course evaluation, testing, and grading. The exercise requires hard work and commitment on the part of instructor and students alike, but it also can be fun for all participants. (SG)

ED 364 474 SO 023 604

Niedergang, Mark
American Society and Economic Policy: What Should Our Goals Be? Public Talk Series.
PUB DATE- Apr 91
NOTE- 24p.; For other items in the series, see SO 023 605-609.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Discussion Groups; *Economic Factors; Income; Justice; Labor Economics; Leaders Guides; *Public Affairs Education; *Socioeconomic Influences
IDENTIFIERS- *Study Circles

This program guide encourages discussion on the fundamental values on which the government's economic policies are based. This public talk series program is designed for the discussion students, education and love, irreducibility of value, Confucius, the ethics of evaluation and grading, teaching, education initiative and social reconstructivism, educating the emotions, philosophy of life rhythms, critical thinking strategies, poetry, moral education, radical perspectivism, and Catholic education. The final section is appendices of meeting programs, members and officers, and business meeting reports. (DK)

ED 364 494 SO 023 675

Kennemer, Phyllis K.
Using Literature To Teach Middle Grades about War.
PUB DATE- 93
NOTE- 209p.; For a related document, see SO 023 676.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- *Adolescent Literature; Curriculum Enrichment; Grade 6; Grade 7; Grade 8; *History Instruction; Interdisciplinary Approach; Junior High Schools; Junior High School Students; Learning Activities; Middle Schools; *Social Studies; Supplementary Reading Materials; Teaching Methods; *United States History; *War
IDENTIFIERS- Middle School Students

This document suggests ways of using children's literature to enrich the study of military history. The book is divided into six literature units that list and describe appropriate books, learning activities, and resources for teaching about specific wars. Studying historical periods through literature offers an invigorating, interesting way to become immersed in a past era and gain a substantial understanding of the people involved, their conditions, and their decisions. The thematic literature units provide a basis for meaningful learning experiences, encourage students to share the responsibility for their own learning, enhance the quality of individual student participation, and increase opportunities for using high level thinking processes. The book includes literature units on the Revolutionary War, Civil War, World War I, World War II, the Vietnam War, and the Gulf War. The document is intended to provide teachers and school librarians with a basic framework for designing thematic units. The resources and units are recommended for use with students in grades six through eight, although the units could be adapted for higher or lower grade levels. Basic components of all the units are (1) a selected chronology, (2) recommended books including picture books, factual books, biographies, and fiction books, (3) sample lesson plans, (4) suggested questions, (5) suggested activities, and (6) glossaries. Guidelines for group discussions are included and discussed. (DK)

ED 364 495 SO 023 676

Walter, Virginia A.
War and Peace Literature for Children and Young Adults: A Resource Guide to Significant Issues.
PUB DATE- 93
NOTE- 171p.; For a related document, see SO 023 675.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference

human sexuality within the context of home and family values and ideals. It provides teachers with resources to facilitate the decision making process. Contents are organized within a framework of objectives and guidelines for both parents and teachers: (1) discuss responsible sexual behavior; abstinence, and fidelity; (2) recognize the impact of sexual behavior on one's goals and self-esteem; (3) develop the skills that promote principle-centered decision making; (4) discuss the physical and emotional aspects of relationships; (5) address maturation and the stages of sexual development; (6) cover the anatomy and physiology of male and female reproductive systems; (7) examine conception, fetal development, birth defects, and pregnancy risks; (8) recognize the impact of teen pregnancies on quality of life, child abuse, and lifestyle changes; and (9) discuss pornography, prostitution, sexual abuse, incest, and rape. Additional materials on male and female reproductive systems, case studies for decision making, fetal development, pregnancy, myths and facts about rape, and a self-efficacy questionnaire are included in a 40-page appendix. A glossary of terms completes the document. (LL)

ED 364 513 SP 034 842

Unfinished Business: A SIECUS Assessment of State Sexuality Education Programs.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 93
NOTE- 47p.; For related document, see ED 360 255.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Guidelines; National Surveys; Policy Formation; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; *Sex Education; *State Departments of Education; State Legislation; *State Programs
IDENTIFIERS- *Sex Information Educ Council of the United States; United States

In 1991, the Sex Information and Education Council of the United States (SIECUS) developed guidelines for presenting age appropriate, comprehensive sexuality education. This publication reports on a 1993 study, using these guidelines as a framework to assess sexuality education curricula and guidelines in the United States. A survey instrument was sent to each of the state and territorial education agencies. Data analysis suggested that the vast majority of states have developed a strong framework for building comprehensive sexuality education programs; that the states have laws or policies recommending or requiring sexuality education and have developed sexuality education curricula or guidelines to provide program guidance to local school districts; and that these curricula or guidelines include abstinence messages as well as positive and affirming statements about human sexuality. However, many state guides omit sexual behavior topics and exclude topics that are considered controversial, such as sexual orientation and abortion. A series of recommendations, developed by SIECUS, are offered to assist states in enhancing sexuality education. The report concludes by citing the states with the most outstanding sexuality education curricula--Alaska, Iowa, Kansas, and Rhode Island. (LL)

ED 364 514 SP 034 846

freshman classes entering college in 1983, 1984, and 1985. Rates are based on individuals graduating (or not graduating) within six years of their initial collegiate enrollment. The reports have been divided into categories that group similar public and private member institutions, reflect differences in institutional sizes and missions, and place institutions with similar philosophies together. Ten tables provide the following information about graduation rates and enrollment for 298 Division 1 institutions: comparisons between students and student-athletes; information on gender and racial groups; an overall look at the different sports categories; organization of institutions by NCAA Division 1 subdivisions (based on existing football programs); and detailed data for both large and small public and private schools. (LL)

ED 364 533 SP 034 887

Kirby, Sheila Nataraj; Grissmer, David W.
Teacher Attrition: Theory, Evidence, and Suggested Policy Options.
PUB DATE- Jun 93
NOTE- 55p.; Paper presented at the Seminar of the World Bank/Harvard Institute for International Development on "Policies Affecting Learning Outcomes through Impacts on Teachers" (Cambridge, MA, June 28-July 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age Differences; Beginning Teacher Induction; Beginning Teachers; Educational Policy; Elementary School Teachers; Elementary Secondary Education; *Faculty Mobility; Influences; Longitudinal Studies; *Public Policy; Secondary School Teachers; Sex Differences; *Teacher Persistence; *Teacher Salaries; Theories; Trend Analysis
IDENTIFIERS- Indiana

This presentation examines teacher attrition and defines policies that could help reduce attrition. It first presents a theory of teacher attrition that explains what patterns to expect in teacher attrition and turnover and why some teacher attrition may be inevitable. It presents findings from a longitudinal study of Indiana teachers, concentrating on findings generalizable to some extent across countries. The study tracked approximately 50,000 full-time public school teachers from 1965-1987 and examined attrition by age, gender, and subject area; starting salaries by field; beginning teacher attrition; and median survival time for selected groups. The presentation's third topic is the role of teacher salary in determining attrition. When former teachers were asked whether a substantial increase in salary would have made a difference in their decision to leave teaching, the overwhelming majority said no, but when current mathematics and science teachers were asked about the most important factor that would help in teacher retention, over half mentioned higher salaries. Finally, an overview is offered of retention strategies aimed at keeping teachers in the teaching profession, focusing on the role of increased teacher salaries, performance-based compensation plans, and teacher induction programs for beginning teachers. (JDD)

ED 364 534 SP 034 895

Brubacher, John W.; And Others
Becoming a Reflective Educator: How To Build a Culture of Inquiry in the Schools.
PUB DATE- Nov 93

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Cultural Differences; *Educational Assessment; Elementary Secondary Education; *Equal Education; Ethnic Groups; Professional Development; Profiles; Racial Differences; *State Programs; *Student Evaluation; Teacher Role; Teaching Methods; Test Construction; *Testing Programs; Test Use
IDENTIFIERS- Alternative Assessment; California; *California Learning Assessment System

The use of classroom assessments in the context of the new assessment system for California schools, the California Learning Assessment System, is discussed by describing the California Learning Record (CLR). The CLR emphasizes the central role of teachers in equitable assessment of student learning for students of diverse cultural and ethnic backgrounds. The CLR documents a student profile based on three principles for assessing student progress: (1) use of multiple perspectives on students' progress; (2) use of multiple sources of information; and (3) use of multiple contexts of learning and instruction. The first section of the paper provides background information on the development of the CLR and some basic assumptions. The second section describes the CLR in use. Fairness and equity as principles guiding the development and use of assessments like the CLR are discussed in the third section, and in the fourth section, suggestions are made for integrating classroom assessment information with information from other components of the state assessment system. Implications are discussed for the professional development of teachers to help them assess students fairly. (Contains 16 references.) (SLD)

ED 364 552 TM 020 633

Mok, Magdalena M. C.; McDonald, Roderick P.
Alternative Models for Bilevel Factor Analysis.
SPONS. AGENCY- Macquarie Univ., North Ryde (Australia).
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Environment; Elementary Secondary Education; *Estimation (Mathematics); *Factor Analysis; Foreign Countries; Goodness of Fit; *Models; Research Methodology; *Scaling; *Selection
IDENTIFIERS- *Bilevel Factor Analysis

The aim of this paper is to: (1) discuss the characteristics of seven bilevel factor models; and (2) arrive at a list of empirically based recommendations for selecting appropriate bilevel factor models, the assumptions underlying these decisions, and the consequences for interpretation of the Spearman case. The five models considered in the context of empirical data on school culture are: (1) no scaling, loadings constrained across levels; (2) no scaling, distinct loadings permitted; (3) scaling at both levels, constrained equal loadings; (4) scaling at both levels, constrained equal loadings, estimating school-level factor variance; and (5) scaling at both levels, distinct loadings. Analyses suggest that choice among models can depend on whether distinct factor structures across levels can be interpreted meaningfully,

Statewide Report for Arizona Pupil Achievement Testing and Appendix to the Statewide Report for Arizona Pupil Achievement Testing.
PUB DATE- Jun 92
NOTE- 330p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary School Students; Elementary Secondary Education; Grammar; Graphs; Language Tests; Mathematics Tests; *Norm Referenced Tests; Racial Differences; Reading Tests; School Districts; *School Statistics; Scores; Secondary School Students; Sex Differences; Standardized Tests; *State Programs; State Surveys; *Student Evaluation; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- Arizona; *Arizona Pupil Achievement Testing; Arizona State Assessment Programs; Iowa Tests of Basic Skills; Percentile Ranks; Tests of Achievement and Proficiency

Test results are presented for the Arizona Pupil Achievement Testing Program for fall 1991. In the 1991-92 school year, the state legislature mandated that only grades 4, 7, and 11 be tested. Although school districts could elect to test other grades, results in this report represent only tests for grades 4, 7, and 11 on either the Iowa Tests of Basic Skills (grades 4 and 7) or the Tests of Achievement and Proficiency (grade 11). A total of 133,652 students took these tests in reading, language, and mathematics, with 3,447 students of Limited English Proficiency exempted from testing. Arizona pupils collectively scored in the average range in reading, language, and mathematics; and, in general, they performed at about the same level of achievement as average pupils across the nation, using 1987-88 norms. Reading scores for females were higher than those for males at all grade levels, and mathematics scores for males were higher in grade 11, but not in grade 7 or 4. Whites and Asian/Pacific Islanders scored at or above the national average across all grade levels; and Blacks, Hispanic Americans, and American Indian/Alaskan Native groups scored below the national average in all subject areas at all grade levels. Six figures and 12 tables present test results. The separately bound associated appendix contains percentile ranks for reading, language, and mathematics for the 3 grades in 141 pages of tables by school district in appendixes A, B, and C. (SLD)

ED 364 571 TM 020 791

McMillen, Marilyn; And Others
Dropping Out of School: 1982 and 1992. Issue Brief.
PUB DATE- Aug 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Black Students; Cohort Analysis; Dropout Research; *Dropouts; Early Parenthood; *Educational Trends; *Ethnic Groups; Etiology; High Risk Students; High Schools; *High School Students; Longitudinal Studies; National Surveys; Pregnancy; *Racial Differences; Trend Analysis; White Students
IDENTIFIERS- Asian American Students; *High School and Beyond

Thompson, Bruce; Dennings, Bruce
The Unnumbered Graphic Scale as a Data-Collection Method: An Investigation Comparing Three Measurement Strategies in the Context of Q-Technique Factor Analysis.
PUB DATE- Nov 93
NOTE- 40p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 11-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; *Data Collection; *Factor Analysis; Likert Scales; *Measurement Techniques; *Psychologists; *Q Methodology; Research Methodology; Test Theory
IDENTIFIERS- Ipsative Measurement; *Unnumbered Graphic Scales

Q-technique factor analysis identifies clusters or factors of people, rather than of variables, and has proven very popular, especially with regard to testing typology theories. The present study investigated the utility of three different protocols for obtaining data for Q-technique studies. These three protocols were: (1) a conventional ipsative 9-category Q-sort; (2) a normative response format using unnumbered graphic scales subsequently scored on a 1-to-15 scale; and (3) a normative 5-point Likert scale. Subjects were 10 psychologists reacting to 97 variables in each of the 3 protocols. It was found that normative rating data may be useful in Q-technique studies, at least under some circumstances. It is also suggested that aggregating Q-technique data across repeated measurements may also be useful in some studies. Seven tables and five figures present study data. (Contains 28 references.) (Author/SLD)

ED 364 590 TM 020 822

Paredes, Vicente; Sanchez, Mario
Historical Retention Report, 1992-93. Publication Number 92.38.
PUB DATE- Sep 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; Educational Objectives; *Educational Trends; Elementary School Students; Elementary Secondary Education; *Grade Repetition; Graphs; Low Achievement; School Districts; School Statistics; Secondary School Students; *Student Promotion; Tables (Data); Trend Analysis; *Urban Schools
IDENTIFIERS- *Austin Independent School District TX

Rate of retention in grade is a measure of the number of students who repeat the grade they were in the year before. This report of retention rates is produced annually for the Austin (Texas) Independent School District, but contains information produced after the beginning of the school year and data produced at the end of the school year (potential retainees). The retention rate in the district for all grades in 1992-93 was 3.6. This rate has declined about one-half of 1 percent each year for the last 4 years. While the retention rate for elementary schools and middle schools has been declining for about 6 years, the retention rate for high schools this year broke a 4-year pattern of increase; this year's decline brought the rate back to that of 1989-90. Because the retention of students is not

ED 364 611 UD 029 426

Hess, G. Alfred, Jr.
Chicago School Reform: A Response to Unmet Needs of "At Risk" Students.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; Children; *Disadvantaged Youth; Economically Disadvantaged; *Educational Change; Educational Legislation; Elementary Secondary Education; *High Risk Students; School Districts; *School Restructuring; Special Needs Students; *Urban Schools; Urban Youth
IDENTIFIERS- *Chicago Public Schools IL; *Reform Efforts; Social Movements

This paper describes the Chicago School Reform Act of 1988 (CSRA); outlines work of the Chicago Panel on Public School Policy and Finance; and traces the Chicago School Reform (Illinois) movement, an effort to address more adequately the previously unmet needs of "at-risk" children by creating a systemic opportunity for schools to restructure. In the late 1980s, reform activists in Chicago, a school system mostly made of "at-risk" students who are unsuccessfully educated, abandoned the effort to add specialized programs in individual schools to meet the needs of "at-risk" students and focused on changing "at-risk" schools. The assumption among these reformers is that schools, which are seriously failing the city's students, must change, and it is inappropriate to blame students who fail. Halfway through the initial reform period (February 1992), the degree of organizational change is encouraging. Despite the chaos created by fiscal and administrative mismanagement by officials who were unwilling to accept their responsibility to change a failing school system, major CSRA elements have been successfully established. Local school councils have been established in every school and most function adequately. Principals have adopted new roles and are providing new leadership. Teachers have become increasingly involved and positive about reform. Resources have been increasingly focused on the schools, with the greatest increases in schools enrolling the highest proportions of disadvantaged students. However, few schools have entered into school-wide efforts to change the nature of classroom instruction. (Contains 23 references.) (RLC)

ED 364 612 UD 029 498

Multicultural Curriculum Development in the Rochester City School District. A Resource Book for Educators.
PUB DATE- 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Cross Cultural Studies; *Cultural Pluralism; *Curriculum Development; *Educational Change; Educational Planning; Elementary Secondary Education; Hispanic Americans; *Instructional Material

learning programs at home are important factors in student academic achievement (students from families supportive of learning are likely to have high achievement scores); and (2) learning programs at home account for most of the difference in student achievement among racial-ethnic groups. (Contains 22 references.) (GLR)

ED 364 630 UD 029 608

Chambers, Jay; And Others
Translating Dollars into Services: Chapter 1 Resources in the Context of State and Local Resources for Education. Final Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 30 Apr 93
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Resources; Comparative Analysis; *Compensatory Education; Disadvantaged Youth; *Economically Disadvantaged; Educational Equity (Finance); Educational Legislation; *Educational Resources; Elementary Secondary Education; *Federal Aid; Federal Programs; *Financial Support; Poverty Areas; *Resource Allocation; School Districts; School Surveys; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Current school funding systems established by many states are resulting in widespread disparities in expenditures across districts, and current comparability measures providing adequate guarantees for equity among schools are being questioned. This study, involving 95 elementary schools and 25 high schools in 30 school districts across 5 states, examines resource availability and allocation for schools located in high and low revenue districts. Key findings from interviews and site visits are reported for base resource differentials (the school-level resources purchased by funding sources other than Chapter 1), what Chapter 1 adds to these base levels of resources, and Chapter 1 comparability standards in the sample schools across districts. This report contains six sections, including an introduction and discussions of the base level of resources for Chapter 1 and non-Chapter 1 elementary schools, the base level of resources in terms of district revenue and school poverty, how Chapter 1 and base resources combine to meet student needs, the high school analysis, and implications of the findings for Chapter 1 reauthorization. Variations in the resource base upon which Chapter 1 builds are driven primarily by differences in district revenue, suggesting the increased targeting of Chapter 1 funds solely on poverty criteria may still deny truly supplemental services to students from high poverty schools in low revenue districts. (Contains 48 tables, 8 figures, and 118 references.) (GLR)

ED 364 631 UD 029 609

Danko, Carolyn
Using Visual Imagery To Help Chapter 1 Students Improve Comprehension.
PUB DATE- Oct 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Custer, SD, October 8-10, 1992).
LANGUAGE- English

publishing, and obtaining grants; and sexual harassment and safety. (GLR)

ED 364 176 HE 026 980

Bensel-Meyers, Linda; Samson, Donald
The Role of Rhetoric In Academic Inquiry: The Philosophy and Effect of the Writing To Learn Program at UTK.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Instruction; Educational Improvement; General Education; Higher Education; *Learning Strategies; Postsecondary Education; Program Descriptions; Program Effectiveness; *Rhetoric; *Scoring; Undergraduate Study; *Writing Across the Curriculum; *Writing Assignments
IDENTIFIERS- *University of Tennessee Knoxville

This pamphlet examines the Writing-to-Learn project of the University of Tennessee (Knoxville), a writing-across-the-curriculum (WAC) program. The WAC theory is first discussed in terms of three primary approaches to linguistic behavior as reflected in three predominant attitudes toward composition theory in use today: the traditional, the empirical, and the epistemic. Next, the Writing-To-Learn program is described, including three examples of two writing assignments and scoring guidelines for the readers. The pamphlet then discusses several of the lessons learned that faculty should consider prior to initiating such a program. Comments of Liberal Arts faculty, English faculty, students, and graders suggest that the writing-to-learn program not only demonstrated a successful way to implement writing-to-learn methodology, but also was recognized as a valuable experience. The benefits and values of the program are highlighted; the greatest benefit being that students taking the program have greater mastery of the liberal arts course material and develop better thinking and writing skills. (Contains 21 references.) (GLR)

ED 364 177 HE 026 981

Coleman, Laurence J.; And Others
Initiating Instructional Improvement: A Chronicle of Faculty Development.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Instruction; Educational Quality; Higher Education; Instructional Effectiveness; *Instructional Improvement; Lecture Method; Postsecondary Education; Program Design; *Program Development; Program Evaluation; Teacher Effectiveness; Teacher Improvement; Undergraduate Study
IDENTIFIERS- *University of Tennessee Knoxville

This pamphlet examines instructional improvement process in postsecondary education. It first discusses the importance of teaching, revealing that too little sustained attention to the process of teaching is a major deterrent to its improvement, and explains why teaching evaluation has been largely abandoned as the sole improvement mechanism. Then, it describes the development of the instructional improvement process in the Department of Special Services Education at the University of subsidiary search and debugging strategies. The model elaborated through the strategy analysis highlights the role of the task environment in supporting the students' problem solving, and it calls into question views concerning the relationship between strategies and knowledge and the way in which goals direct the problem solving process. An illustration of an analysis of the stages in collecting and analyzing the programming process is appended. (Contains 25 references.) (Author/KRN)

ED 364 196 IR 016 280

Anderson, John R.
Rules of the Mind.
PUB DATE- 93
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Computer Simulation; Conflict Resolution; Educational Research; *Epistemology; Geometry; Models; Problem Solving; Programing; *Thinking Skills; *Transfer of Training
IDENTIFIERS- *ACT Theory; *Knowledge Representation; LISP Programing Language; Pattern Matching; Tower of Hanoi Problem

Related to the earlier ACT production system theory, this book's basic goal is to present evidence for the psychological reality of a production system model of mind. Distinguished from the original theory in three ways, this volume uses previous rational analyses to improve upon that theory and extend its scope. It also relates the theory to new data on the performance and acquisition of cognitive skills. The new theory, ACT-R, involves a neurally plausible implementation of a production system architecture. Rational analysis is used to structure and parameterize the system to yield optimal information processing. The theory is applicable to a wide variety of research disciplines, including memory, problem solving, and skill acquisition. Using intelligent tutors, much of the data are concerned with the acquisition of cognitive skills. The book provides analyses of data sets describing the extended course of the acquisition of mathematical and computer programming skills. Accompanying the book is a disk for use in conjunction with LISP 2.0 on a Mac II that will allow readers to explore the simulations described and develop new simulations in ACT-R theory. Readers have access to the code describing the theory and are able to explore variations on the theory. (Contains 325 references.) (KRN)

ED 364 197 IR 016 281

Regian, J. Wesley, Ed.; Shute, Valerie J., Ed.
Cognitive Approaches to Automated Instruction.
PUB DATE- 92
NOTE- 255p.; Revised papers presented at a conference (San Antonio, TX, July 1990).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Treatment Interaction; Artificial Intelligence; *Cognitive Psychology; *Computer Assisted Instruction; Experimental Psychology; *Instructional Design; Mastery Learning; Problem Solving; Research Utilization;

as economic feasibility allows the public and private sectors to use electronic technologies for educational purposes. One figure illustrates the discussion. (Contains 47 references.) (SLD)

ED 364 215 IR 016 393

The National Information Infrastructure: Agenda for Action.
PUB DATE- 15 Sep 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Administration; Agenda Setting; *Computer Networks; Databases; Educational Technology; Equal Education; Financial Support; Futures (of Society); *Government Role; Information Dissemination; Information Networks; Information Sources; *National Programs; Policy Formation; *Technological Advancement; *Telecommunications; User Needs (Information)
IDENTIFIERS- Action Plans; Equal Access; *Information Infrastructure; Information Policy; *National Information Systems

The National Information Infrastructure (NII) is planned as a web of communications networks, computers, databases, and consumer electronics that will put vast amounts of information at the users' fingertips. Private sector firms are beginning to develop this infrastructure, but essential roles remain for the Federal Government. The National Information Infrastructure Task Force recognizes the following as efforts the government must undertake or support: (1) promote private sector investment; (2) extend the concept of "universal service" to ensure that these resources are available to all at affordable prices; (3) act as a catalyst for technological innovation and new applications; (4) promote seamless, interactive user-driven operation of the NII; (5) ensure information security and network reliability; (6) improve management of the radio frequency spectrum; (7) protect intellectual property rights; (8) coordinate with other levels of government and with other nations; and (9) provide access to government information and improve government procurement. The NII can transform the lives of the American people and provide opportunities for all. A 14-item annotated list of information sources, including persons to contact, is provided. (SLD)

ED 364 216 IR 016 394

King, Irvin L.
Shortwave Radio: A Tool for Integrating the Curriculum.
PUB DATE- Aug 92
NOTE- 15p.; Paper presented at the Annual Pacific Regional Educational Conference (9th, Pago Pago, American Samoa, August 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Cultural Isolation; *Curriculum Development; *Educational Radio; Elementary Secondary Education; Foreign Countries; *Integrated Curriculum; Student Motivation; *Tape Recordings; Teacher Role; *Teaching Methods; User Needs (Information)
IDENTIFIERS- *Micronesia; Pacific Region; *Shortwave Radio

Because of their geographical isolation from major population

Procedures Exchange Center (SPEC) about library policies and practices related to the fair use of unpublished manuscript materials indicates that recent court decisions and the current debate over fair use affect library acquisition and access to unpublished collections. Most libraries indicate that they have not stopped collecting manuscripts or making them available to users as a result of recent court cases, but some responded that they have changed their copying policies. The survey results are presented in this kit in combination with sample documents used in member libraries. Gift and deposit contracts are included from 18 member libraries. Use policies, manuscript use, and photoduplication request forms are also presented from 18 member libraries. An essay, "The Nature of the Fair Use Problem: The Statute and the Judicial Standard as They Impact Unpublished Materials," (Angie Whaley LeClercq) is presented for further reading, and a list of 14 selected readings is included. (SLD)

ED 364 235 IR 054 723

Claassen, Lynda Corey, Comp.
Library Development and Fundraising. SPEC Kit 193.
PUB DATE- Jul 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; *Budgets; Developmental Programs; *Fund Raising; Futures (of Society); Higher Education; Institutional Advancement; *Library Development; Library Surveys; Mail Surveys; Marketing; Occupational Information; *Research Libraries; Resource Allocation
IDENTIFIERS- Association of Research Libraries; *Library Funding

This kit developed by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL) presents results of a survey of development and fundraising activities in libraries that are members of ARL, as well as some sample documents used in connection with development and fundraising. Eighty-seven institutions responded, and their replies indicated that fundraising is a well-developed activity in many research libraries. Thirty-two percent of the respondents indicated involvement in a program in which the library development office works with a campus development office. A broad range of budgets is reported for funding library development, and a wide variety of library activities has been supported by fundraising efforts. Future concerns will include the relative importance of funds raised by the libraries and budgetary allocations from the institutions, as well as better identification of sources of funds, and staffing concerns. Sample documents include: (1) annual reports from two libraries; (2) campaign and fundraising project descriptions and documents from seven libraries; (3) documents relating to Friends of the Library from six libraries; (4) marketing information from two libraries; and (5) position descriptions from two libraries. (SLD)

ED 364 236 IR 054 724

Morris, Betty J.; And Others
Administering the School Library Media Center. Third Edition.
PUB DATE- May 92

states. In these states, libraries have traditionally been supported, although frequently with lower per capita amounts than in other parts of the country. Librarians in southern states appear to have been strong supporters of the Library Services and Construction Act, and southern legislators have been important on the national level in helping libraries. Library aid in these states remains below that of other geographic areas, but has increased many times over the years. The survey indicates that there is a link between support of higher education and support of libraries. In general, state librarians felt that a prosperous economy drives library aid, and not the reverse, as the author had postulated. Most of these librarians thought that there is a distinct tie-in between libraries and economic development. No differences in library support based on the party affiliation of the governor were apparent to these state librarians. Ten tables and one figure illustrate the discussion. (Contains 26 references.) (SLD)

ED 364 256   IR 054 760

Thornbury, John E.
Mentoring: The California Experience.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Illinois Library Association (March 18-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Feedback; Interpersonal Relationship; *Librarians; *Library Associations; *Mentors; *Professional Development; Profiles; *Program Development; Program Evaluation; Program Implementation; Program Improvement; *State Programs
IDENTIFIERS- California; California Library Association; Protege Mentor Relationship

The California Library Association has established a mentoring program to assist new or reentering librarians in establishing themselves in the profession. At the end of 3 years, the Mentor/Protege program had over 50 participating pairs of experienced and novice librarians. The program is described, and suggestions are given for implementing a similar program. A brochure and profile form introduce the program and explain the roles of mentor and protege. The profile helps the association match pairs. Guidelines for both mentors and proteges help them make the most of the relationship. Feedback and evaluation are important components that ensure benefits for both participants and program improvement. (Contains 12 references.) (SLD)

ED 364 257   IR 054 761

Johnson, Jeanie; Estes-Rickner, Bettie
Periodical Selection and Use in the Elementary School, K-8. No. 32.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

computers at home, 82% reported having IBM computers or IBM-compatibles; (3) 85% reported being "self-taught on the job" with computers; (4) 67% reported interest in training for "techniques for curriculum integration of technology"; (5) 87% reported most frequently using computers (in personal or administrative tasks) for "document creation"; (6) among discipline areas, engineering faculty most frequently used computers for teaching tasks; (7) 46% of the faculty cited "lack of time" as the chief obstacle to implementing educational technology; and (8) only 44% said they were aware of a plan for educational technology at SCC. Comparisons of results by academic discipline, data tables, 16 references, and the survey instrument are included. (PAA)

ED 364 274   JC 930 540

Fullerton, Faye E.; Hays, Ina
Orientation at the Community College: Sometimes, One Size Does Not Fit All.
PUB DATE- 12 Nov 93
NOTE- 14p.; Paper presented at the Meeting of the Missouri Community College Association (Springfield, MO, November 11-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Community Colleges; Educational Assessment; Educational Counseling; *Guidance Objectives; Participant Satisfaction; Program Costs; *Program Development; Program Evaluation; *Program Improvement; School Holding Power; *School Orientation; Student Personnel Services; *Student School Relationship; Two Year Colleges
IDENTIFIERS- *East Central College MO

In spring 1992, a group of faculty and staff at East Central College (ECC) in Union, Missouri, met to reconsider the school's orientation process, which had had limited success since its inception in 1987. The group developed a list of objectives for the orientation process and grouped them under the headings of skills, awareness, involvement, and evaluation. After meeting with all employee groups on campus, a final program design was developed. The final design included six components: (1) freshman assessment, whereby students are introduced to key people on campus, complete assessment instruments scored on the premises, and meet with an advisor or faculty member to verify correct placement in courses; (2) an All-Campus Orientation Day on the day before classes begin, involving meetings with academic advisors, simultaneous presentations throughout the day, pre-registration, a picnic lunch, and games; (3) early intervention, whereby at-risk students receive warnings during the fifth week of the term; (4) required assignments including a word processed essay in which the student introduces him/herself and describes his/her initial educational experiences at ECC; (5) an Advisement Seminar held during the last half of the semester for students to work out the next semester's schedule of classes and make individual advisement appointments; and (6) Adult Re-Entry Orientation, a special four-day, free orientation for adults considering attending ECC. The program is evaluated by students as well as by faculty and staff. An Orientation Day agenda and sample program budget are included. (PAA)

ED 364 275   JC 930 542

likely to attend speakers on current events, celebrity speakers, and on-campus gallery art shows; (5) full-time faculty were more likely than any other groups surveyed to attend cultural and student activity events; and (6) about 50% of faculty believe only half or less of learning occurs in the classroom. Tabulated responses and the survey instruments are included. (PAA)

ED 364 290 JC 940 007

Meltesen, C.; Lucas, J.
Follow-Up Study of Students Who Stopped Out--1990. Volume XXII, No. 1.
PUB DATE- Aug 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- College Transfer Students; Community Colleges; Comparative Analysis; *Dropout Characteristics; *Dropouts; Employment Patterns; *Enrollment Influences; Followup Studies; Participant Satisfaction; Reentry Students; *Stopouts; Student Mobility; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) of 400 students who had attended WRHC in fall 1990 but failed to enroll in the subsequent term. The sample was divided into two groups: students who had completed fewer than 16 credit hours and those who had completed more than 16 but less than 48 credit hours. All of the stopouts were surveyed regarding their employment status, educational achievement, reasons for leaving WRHC, and evaluation of various aspects of their experience at the college. Results of the study, based on responses from 70.5% from the first group and 71.0% from the second, included the following: (1) 83% of students who left with less than 16 credit hours had attended WRHC for general interest or refresher courses, while more than half of those who had 16-48 credit hours had enrolled for transfer purposes or to enter a career program; (2) students with more coursework rated the courses almost twice as beneficial as did those students with less coursework; (3) roughly 10% of the stopouts were currently full-time students and another 15% were attending school part-time, while both groups reported receiving higher grades than those received at WRHC; (4) about 80% of courses taken by the stopouts with more than 16 credit hours transferred to their current institutions, while only one-half of the courses taken by those with less than 16 hours transferred; and (5) nearly three-fourths of the stopouts with fewer than 16 credit hours worked over 30 hours per week while attending WRHC. (MAB)

ED 364 291 JC 940 008

Holt, Marianne; Lucas, John A.
Follow-Up Study of 1992 Dental Hygiene Graduates. Volume XXII, No. 2.
PUB DATE- Sep 93
NOTE- 25p.; For a related study, see JC 940 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

Stark, Julie; And Others
Educational Equity and Inclusion: An Equity Atlas. RSC Study Report.
PUB DATE- Jun 93
NOTE- 647p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; Community Colleges; *Educational Environment; *Equal Education; Ethnic Bias; Institutional Research; Minority Groups; *Organizational Climate; Questionnaires; School Community Relationship; School Surveys; Social Bias; *Student Attitudes; *Student School Relationship; Teacher Attitudes; Teacher Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Rancho Santiago Community College District CA

A study was conducted at Rancho Santiago College (RSC) District campuses to determine the extent to which the college provides a welcoming, receptive, inclusive, friendly, and non-hostile environment for students of special groups, including minority students, older students, women students, and disabled students. Five areas of study related to an equitable campus climate were identified, including College and Community, Student Life and Comfort, Student Performance and Retention, Curriculum and Pedagogy, and Faculty and Staff. Questionnaires were administered to a random sample of RSC students, to all staff and full-time faculty, and to high school seniors and staff in RSC's service area. In addition, interviews were conducted with RSC faculty and staff. Following an introduction, this report presents five detailed sections corresponding to the five areas of study. The first section provides analysis of responses to equity questionnaires completed by RSC faculty and students, and area high school students, teachers, and counselors. Section 2 analyzes responses to staff surveys, student satisfaction surveys, transfer student surveys, and graduate surveys, as well as results of staff interviews. Section 3 examines student persistence and academic performance data, and reviews RSC programs for select student groups. Section 4 analyzes questionnaire results as they relate to RSC curriculum and instruction. Finally, section 5 reviews faculty and staff characteristics, presents results of faculty and staff equity questionnaires, and discusses staff interview results. Appendixes provide tabulated survey results, the survey instruments, and copies of RSC policy statements and other documents relating to issues of diversity and affirmative action. (PAA)

ED 364 308 JC 940 049

Barnett, Lynn
Services for Students with Disabilities in Community Colleges. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Dec 93
NOTE- 33p.; For a related document, see JC 940 050.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Data

Children Carrying Weapons: Why the Recent Increase, Hearing on the Possession of Weapons among Children and the Presence of These Weapons in Our Schools, before the Committee on the Judiciary, United State Senate, One Hundred Second Congress, Second Session (October 1, 1992).
PUB DATE- 93
NOTE- 63p.; Serial No. J-102-88.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accidents; Adolescents; Child Health; *Children; Community Problems; Crime; *Delinquency; Drug Abuse; Elementary Secondary Education; Federal Government; Federal Regulation; Government Role; Hearings; Homicide; Injuries; *Juvenile Gangs; Prevention; Public Policy; *School Safety; Social Problems; Suicide; *Violence
IDENTIFIERS- Congress 102nd; *Firearms; Gun Control

These transcripts feature statements and testimony from a Senate hearing on gun-related violence among school children. Opening statements by judiciary committee members Joseph R. Biden, Paul Simon, Herbert Kohl, Strom Thurmond, and John H. Chaffee offer statistics and anecdotes about the increasing presence of guns on school campuses, the incidence of accidental and intentional shootings and suicides by children, and the impact of drugs and gangs. Testimony was presented by panel members: (1) Jack Vinokur from the Brandywine School District in Wilmington, Delaware, who explained the school district's student code of conduct regarding the possession of weapons and the background to the policy's development; (2) Lieutenant Thomas Byrne of the Chicago Police Department School Patrol Unit, who offered information on how children obtain firearms, why they carry guns to school, and how gangs impact children; and (3) Ronald Stephens of the National School Safety Center in California, who offered additional anecdotes about violence involving children, presented statistics on school crime and violence, suggested that children obtain guns primarily from home, provided an essay by a student about weapons at school, and discussed the influence of drugs and gangs on the proliferation of guns in school. In addition, Stephens suggested 15 ways in which Congress and local communities can respond to the problem. An appended statement by Michael K. Beard, president of the Coalition to Stop Gun Violence, proposes that reduced, and eventually banned, access to handguns is the most effective solution to gun violence. (AC)

ED 364 327 PS 021 837

Savage, Jane
The Impact of School Development Planning in Primary Schools (P30).
PUB DATE- 11 Sep 93
NOTE- 7p.; Paper presented at the BERA Conference (September 11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Planning; Elementary Education; *Elementary Schools; Elementary School Students; Elementary School Teachers; Foreign Countries; National Surveys; *Professional Development; *Program Development; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *United Kingdom

A 32-month project has been designed to study the process of

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Child Health; Day Care Centers; Early Childhood Education; Educational Planning; *Educational Policy; *Facility Guidelines; Health Services; Models; Program Development; *School Age Day Care; Symptoms (Individual Disorders)

Drawn from a review of policies at over 100 child care programs nationwide, the model health policies presented in this report are intended for adaptation and selective use by out-of-home child care facilities. Following an introduction, the report presents model policy forms with blanks for adding individualized information for the following areas: (1) admissions; (2) supervision; (3) discipline; (4) the care of ill children; (5) the provision of health services and education; (6) principles and procedures for applying medication; (7) establishment of emergency plans; (8) establishment of evacuation plans and drills; (9) issues related to children's authorized caregivers; (10) safety surveillance; (11) transportation and field trips; (12) sanitation and hygiene; (13) food handling and feeding policy; (14) areas and equipment for sleeping; (15) smoking, prohibited substances, and guns; (16) staff considerations, including requirements, benefits, and evaluation; (17) the design and maintenance of the physical plant; and (18) the review and revision of policies, plans, and procedures. Finally, 24 appendices present sample forms, including applications, parental authorization and consent forms, and attendance records. Guidelines and descriptions of medical conditions resulting in exclusion from services, a safety checklist, cleaning guidelines, menus, and a staff health assessment form are also appended. (BCY)

ED 364 346 PS 021 915

Edelstein, Sari
Nutrition and Meal Planning in Child-Care Programs: A Practical Guide.
PUB DATE- 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Child Health; *Day Care; *Dietetics; Early Childhood Education; Ethnic Groups; *Food Standards; Hygiene; Infants; *Nutrition; Preadolescents; Sanitation; *School Age Day Care; School Safety; Toddlers

Designed to assist child care center managers in planning nutritious meals for children in centers or licensed home day care programs, this guide presents information on the nutritional requirements of infants and children, sample menus for child care centers, and resources for further information. The first part of the guide details the nutritional needs of infants from birth to 1 year, including information on breast and bottle feeding; presents a guide to introducing solid food into infants' diets; and reviews the needs of toddlers to preadolescents, including information on calories and necessary vitamins and minerals. This section also addresses nutrition questions frequently asked by parents related to fiber, sugar and sugar substitutes, fat substitutes, salt, and planning the meal environment. The second part of the guide provides fight for their land. Included are accounts of the battle with Custer, the ghost dance, the killing of Crazy Horse, and the Wounded Knee massacre. Throughout the book are vivid descriptions of American Indian ceremonies, religious beliefs, and healing rites. Appendices include a letter written by John Neihardt to Black Elk, photographs of Neihardt and Black Elk, and a transcript of Black Elk's oral account of the origin of the peace pipe. (KS)

ED 364 365 RC 019 379

Galarneau, Charlene A., Ed.
Under the Weather: Farmworker Health. A Compendium of Farmworker Testimony before the National Advisory Council on Migrant Health (Fort Lupton, Colorado, September 7, 1991; San Diego, California, April 4, 1992; Portland, Oregon, October 23, 1992).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Primary Health Care.
PUB DATE- Aug 93
NOTE- 32p.; Photographs will not reproduce well. For a related document, see RC 019 380.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Laborers; Environmental Influences; Farm Labor; Females; *Health Conditions; Hearings; *Migrant Children; *Migrant Health Services; *Migrant Housing; Migrant Problems; *Migrant Workers; Personal Narratives; Pesticides; Primary Sources; *Work Environment

This document highlights farmworkers' testimonies concerning farmworker health taken during three hearings. Six consistent themes emerged from farmworker accounts: (1) health and health care; (2) work conditions; (3) pesticide exposure; (4) housing; (5) women; and (6) children and youth. Farmworkers frequently mentioned injuries, eye problems, and skin rashes as common physical ailments. They both praised and criticized health care programs. Some problematic work conditions cited were low wages, lack of benefits, and poor field sanitation. Farmworkers expressed concern about the immediate and long-term effects of pesticide exposure. The most prominent issue of the hearings was the need for affordable housing that meets some minimal standard. Women expressed concerns about physical labor and pesticide exposure during pregnancy as well as gender discrimination and sexual violence. Concerns for children and youth included lack of health services, poor working conditions, lack of housing, pesticide exposure, and the need for sensitive child care programs and schools. The report is divided into six sections each of which discusses one of the major themes. Each section contains selected excerpts of presentations by current or former farmworkers. The testimonies are accompanied by a brief editor's commentary that summarizes additional related testimony and notes continuities and differences across the three hearings. A selected resource list includes written materials, films, videos, and organizations. (KS)

ED 364 366 RC 019 380

Recommendations of the National Advisory Council on Migrant Health, 1993.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Primary Health Care.
PUB DATE- May 93

services. Regular and summer programs coordinated with other agencies to assure a broad range of services to migrant students and their families. Migrant program personnel overwhelmingly rated the Migrant Student Record Transfer System (MSRTS) and the summer migrant health program as useful. Personnel offered suggestions for improvement in such areas as secondary credit exchange, parent involvement, and student progress measurement. Based on norm-referenced and criterion-referenced test results, reading and mathematics programs were effective in improving the achievement of participants. The regular year program met 5 of 9 measured objectives, and the summer program realized 7 of 11 measured objectives. This report also contains goals for 1992-93 and recommendations for future migrant programs. Tables and figures detail data concerning enrollment, expenditures, services provided, test scores, and achievement gains. (KS)

ED 364 384 RC 019 406

LaCounte, Larry
Tribal Perspective of the Impact Aid Program.
PUB DATE- 93
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *American Indian Education; American Indians; *Community Attitudes; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Federal Programs; Parent Participation; Program Evaluation; *School Community Relationship; School Districts; *School Funds; *Tribes
IDENTIFIERS- *Impact Aid

In a survey of 59 tribes, 27 said they were dissatisfied with the way school districts consult with them under the Impact Aid Program. Impact Aid legislation provides additional funds to local school districts educating children whose parents are employed by the federal government or live on federal property. In 1958, Congress included children living on reservations under the provisions of this law. Districts are free to spend this money as they like, but in 1978 Congress directed that they must also consult with tribes each year to show that they are meeting tribal needs under the Indian Policies and Procedures (IPP). Two-thirds of the surveyed tribes indicated that their input into school district planning was inadequate. The tribes gave better marks to tribal-public school cooperation in general, with 56 of the 59 tribes indicating that a cooperative relationship exists to some extent. The report offers recommendations to school districts, tribes, and the U.S. Department of Education for improving the situation. Tables list Impact Aid data for school districts in 26 states. Appendices include a form for review of IPP, a sample IPP, and sources of additional information. (KS)

ED 364 385 RC 019 407

Strang, E. William; And Others
Services to Migrant Children: Synthesis and Program Options for the Chapter 1 Migrant Education Program. Supplementary Volume of the Final Report of the National Assessment of the Chapter 1 Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 93

learning principles to the mathematics classroom, employing story-telling and children's literature in mathematics, and introducing students to probability through everyday language. The third section discusses several possibilities for including writing in mathematical activities. Since curriculum changes necessitate changes in assessment, the fourth section discusses the language of assessment, how to assess oral and written mathematical communication, and a discussion on the Queensland Student Performance Standards approach to assessing and reporting progress. The last section addresses bilingualism and culture in mathematics with a focus on Maori and aboriginal students. Each of the 22 papers included in the text contains a reference list. (PDD)

ED 364 405 SE 053 819

Gross, Sandra, Ed.
Constructing Teaching and Research Practice in Elementary School Mathematics. Elementary Subjects Center Series No. 92.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Beliefs; Case Studies; Classroom Communication; Educational Change; Elementary Education; *Elementary School Teachers; Interviews; *Mathematics Instruction; *Mathematics Teachers; Teacher Attitudes; Teacher Education; Teaching Methods; *Teaching Styles
IDENTIFIERS- NCTM Curriculum and Evaluation Standards; Professional Development Schools; *Subject Content Knowledge

This report contains case studies of two teachers who attempt to go beyond traditional mathematics curriculum and instruction. There are important differences in the contexts of teaching and in the approaches to studying teaching and learning in these two classrooms. Case study 1 describes a teacher who draws upon professional experiences to initiate change in the classroom. The authors describe elements of the teacher's mathematics teaching, using NCTM Curriculum and Evaluation Standards as a framework for analysis, then analyze the teacher's views about instructional issues, focusing on connections between beliefs and practice. Case study 2 describes a teacher involved in a Mathematics Study Group in a Professional Development School. The authors chronicle the changes in this teacher's thinking and practice during a 3-year period, focusing on her views about, and understanding of, mathematical content, the nature and role of discourse about mathematics, and what constitutes evidence of mathematical learning. The authors also explore the role of collaboration among teachers and between teachers and university participants in discussing the kinds of changes these teachers made. (Contains 15 references.) (Author)

ED 364 406 SE 053 830

Simon, Martin A.
Reconstructing Mathematics Pedagogy from a Constructivist Perspective.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

they are to teach influences the way in which they will teach. This article briefly discusses the literature on teacher thinking with particular reference to recent work in science education to provide a framework in which to situate the research. The article describes the interview task and the method of analysis for obtaining representations of teachers' conceptions of teaching science that were used in this study. A detailed summary based on an analysis of the conceptions of teaching science held by six experienced high school science teachers is presented. Several features of teachers' conceptions that have emerged from the analysis are discussed. (PR)

ED 364 427 SE 053 942

Lyons, Lyman L.; Freitag, Patricia K.
Didactic Teaching for Meaningful Understanding: A Chemistry Teacher's Story.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Chemistry; Field Trips; High Schools; Science Activities; *Science Instruction; *Science Teachers; Secondary School Science; Secondary School Teachers; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- Project DISTIL; Teacher Thinking

This case study explores the relationship between one chemistry teacher's conceptions of teaching science and his teaching practice. The teacher, Mr. Corrigan, comments on the researchers' interpretations of his thinking and practice. Mr. Corrigan exhibited a high level of disciplinary knowledge and clear views on teaching, learning, and content. His teaching focuses on laboratory work and his students' understanding of chemistry concepts, and he freely discussed his ideas of higher levels of thinking and "field trip" type experiences. Though these ideas were reflected in his practice, there were some tensions in the relationship between them and his directive teaching style and highly structured classroom and laboratory. Exploring these tensions with him revealed a pragmatic teacher thoughtfully dealing with the real world of his students and his discipline. (Author/PR)

ED 364 428 SE 053 943

Hewson, Peter W.; And Others
Where's the Student in Project DISTIL?
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 21p.; Paper presented at the International Seminar on Misconceptions and Educational Strategies in the Sciences and Mathematics (3rd, Ithaca, NY, August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; High Schools; High School Students; *Science Instruction; Science Teachers; Secondary School Science; *Student Evaluation; Teaching Methods

*United States History
IDENTIFIERS- *Declaration of Independence; *National Archives DC

This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on the Declaration of Independence. In addition to the historical information on the Declaration, background on two documents involved in the workshop--the painting, "The Presentation of the Declaration," by Barry Faulkner, and the Dunlap Broadside (the first printed copy of the Declaration of Independence)--is included. Photographs of these two documents as well as two exercises for students also are provided. (DB)

ED 364 453 SO 023 399

The U.S. Moves West.
PUB DATE- 93
NOTE- 9p.; For related documents, see SO 023 393-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Field Trips; *History Instruction; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; Social Studies; *United States History
IDENTIFIERS- Geronimo; *National Archives DC; Northwest Ordinance 1787

This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on the westward expansion of the United States. Two subjects that are featured in the workshop are the Northwest Ordinance and Geronimo, the Apache Indian chief. Photographs of both the Northwest Ordinance and Geronimo (by A. Frank Randall) are included, as are two student exercises. (DB)

ED 364 454 SO 023 400

"E Pluribus Unum": America as a Nation of Immigrants.
PUB DATE- 93
NOTE- 8p.; For related documents, see SO 023-393-399.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Field Trips; *History Instruction; *Immigrants; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; Social Studies; *United States History
IDENTIFIERS- Immigration; *National Archives DC

This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the of critical social and political issues through a balanced, nonpartisan presentation of a spectrum of views. The core of the program is consideration of four underlying goals: (1) promote economic growth; (2) promote economic justice; (3) improve the quality of public lives; and (4) reduce income inequality. The program packet contains the following sections: (1) introductory letter; (2) notes to organizers; (3) a framework for discussion; (4) the options in brief; (5) perspectives on the options; (6) suggestions for leading this discussion; (7) suggested discussion questions; (8) leading a study circle; (9) suggestions for participants; (10) a follow-up form and (11) Public Talk Series Programs and other resources available from the Study Circles Resource Center. (NLA)

ED 364 475 SO 023 605

McCoy, Martha
America's Role in the Middle East. Public Talk Series.
PUB DATE- Mar 91
NOTE- 32p.; For other items in the series, see SO 023 604-609.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Discussion Groups; Foreign Countries; Global Approach; *International Cooperation; Leaders Guides; *Middle Eastern Studies; Military Science; Power Structure; Public Affairs Education
IDENTIFIERS- *Middle East; *Study Circles

This program guide encourages discussion on what role the United States should pursue in the Middle East. The guide is designed to assist in the discussion of critical social and political issues through a balanced, nonpartisan presentation of a spectrum of views. The core of the program considers four underlying goals: (1) the United States as regional superpower; (2) the United States creates a military balance of power in the region; (3) the United States promotes regional and global cooperation in Middle East security; and (4) the United States minimizes its role in the Middle East. The program packet contains the following sections: (1) introductory letter; (2) notes to organizers; (3) suggestions for leading this discussion; (4) leading a study circle; (5) four options--a framework for discussion; (6) the options in brief; (7) perspectives on the options; (8) suggestions for participants; (9) two background readings; (10) follow-up form; and (11) Public Talk Series Programs and other resources available from the Study Circles Resource Center. (NLA)

ED 364 476 SO 023 606

Study Circles, Collaborative Learning, and Participatory Democracy. Annotated Bibliography.
PUB DATE- 92
NOTE- 36p.; For other items in the series, see SO 023 604-609.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Citizenship Education; *Cooperative Learning; *Group Discussion; *Participative Decision Making; Public Affairs Education; Study Skills

Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Adolescent Literature; *Books; *Childrens Literature; *Conflict Resolution; Elementary School Students; Elementary Secondary Education; International Education; Learning Activities; *Peace; Secondary School Students; Social Studies; Supplementary Reading Materials; Teaching Methods; *War

This book suggests ways that children's books can create frames of reference about the related topics of war and peace. It suggests ways that books can be used to start a dialogue between adults and children, to facilitate communication about a subject that causes much anxiety in children. Rather than bibliotherapy, however, the object of this book is to help adults help children understand the complex issues involved in war and peace. Books are used to create a shared frame of reference and to extend the child's experiences beyond the everyday world. They make abstract or historical concepts more concrete and comprehensible. The book is organized into four chapters. The first chapter presents a historical perspective on the process of sharing books about war and peace with children, as well as some of the developmental issues involved with giving the right book to the right child at the right time. The second chapter suggests specific techniques for sharing books about war and peace in the library, classroom, and home. Chapter three presents an analytical overview of the topics of war and peace in children's literature. The longest part of the book is the classified bibliography that is divided into sections on real and imaginary wars, learning about peace and conflict resolution, timeless truths from folk and fairy tales, the vision of poets, and resources for adults. Many of the 480 titles are out of print but should be readily available in libraries. Each bibliography entry is accompanied by an descriptive annotation. (DK)

ED 364 496 SO 023 677

Welton, Ann
Explorers and Exploration: The Best Resources for Grades 5 through 9.
PUB DATE- 93
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Biographies; *Books; *Childrens Literature; Curriculum Enrichment; *Geography Instruction; History Instruction; Intermediate Grades; Junior High Schools; *Supplementary Reading Materials; *World History
IDENTIFIERS- *Explorers

This book includes a listing of literature for students that discusses explorers and exploration. The volume divides the last one thousand years into ten periods, each characterized by either geographical location or time frame. The progression is not smoothly chronological. Each chapter contains a brief narrative of the period as well as an annotated bibliography of fiction and nonfiction books on some aspect of the period. The narratives provide background for teachers and library media specialists, and motivation for further study for students. The 10 bibliographies contain a total of 230 titles, over 200 of which have been published since 1986. Most of the books are at a middle school reading level. Picture books, easy readers, or adult books listed are clearly marked as such. The first four chapters look at European based exploration to the eastward and

Kirsch, Robin J.
Degrassi Health Education Curriculum.
PUB DATE- 92
NOTE- 77p.; This manual can be used with videos of the "Degrassi Junior High" Public Broadcasting System series.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; *Alcoholism; Curriculum Guides; Dating (Social); *Health Education; Health Promotion; Homosexuality; Interpersonal Relationship; Junior High Schools; Junior High School Students; Pregnancy; Sexual Abuse; *Sexuality; *Videotape Cassettes

This health curriculum is intended to help teachers deal with some of today's adolescent health issues: (1) alcoholism (issues surrounding family alcoholism); (2) relationships (stereotyping and teen friendships); (3) Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) (insight into what it is like to live with HIV); (4) date abuse (relationships and gender roles); (5) sexual orientation (promotes support for gay and lesbian youth, and heterosexual understanding of what it is like to be gay in U.S. society); and (6) teen pregnancy (teen sexuality and parenting responsibilities). Each of the six units in the guide uses a program from the "Degrassi" public television series as a springboard for an in-depth exploration of an adolescent health issue. Included in each unit is background information, three or four lessons supported by reproducible student handouts, and a list of readings and resources for both students and teachers. While the first lesson in each unit uses a "Degrassi" program as a starting point for discussion, other lessons approach the unit's topic from different perspectives and can be used with students who have not viewed the corresponding "Degrassi" video. (LL)

ED 364 515 SP 034 848

The Committee of Ministers Recommendation No. R(92)14 to Member States on the Code of Sports Ethics.
PUB DATE- 24 Sep 92
NOTE- 5p.; For a related document, see SP 034 849.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletics; Attitudes; *Codes of Ethics; Elementary Secondary Education; *Ethics; Foreign Countries; Higher Education; *Policy Formation; *Public Policy; Responsibility; Values
IDENTIFIERS- *Europe

This recommendation concerning the Code of Sports Ethics was adopted by the Committee of Ministers of the Council of Europe in order to favorably influence the attitudes of athletes and the general public toward sport and to provide men and women in sports with a system of values that would enable them to make responsible choices when facing societal pressures. The recommendation is for member states to give their full support to the Code of Sports Ethics, disseminate the Code, and encourage the use of the Code. The text of the Code of Sports Ethics, which is provided, includes: its aims; a definition of fair play; and responsibilities of governments, sports and sports-related organizations, and individuals. The Code calls for giving fair play the highest priority by all those who, directly or indirectly, influence and promote sporting

NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Case Studies; *Decision Making; Elementary Secondary Education; Ethics; Higher Education; *Inquiry; Inservice Teacher Education; Integrated Curriculum; Learning Activities; Preservice Teacher Education; School Community Relationship; *Teacher Attitudes; *Teaching Models; *Teaching Skills
IDENTIFIERS- Experienced Teachers; Preservice Teachers; *Professionalization of Teaching; *Reflective Practice; Teacher Researchers; Transformational Leadership

The purpose of this book is to help teacher education students and experienced teachers to develop not only an understanding of the nature of "reflective practice" but also the attitudes and skills that such an approach to teaching requires. Case studies illustrate many difficult experiences teachers encounter; each chapter begins with one or more case studies that are analyzed and discussed in terms of the chapter's main focus. The volume is organized into seven chapters, of which the first provides an organizing framework for the book and offers a broad overview of the nature and purposes of "reflective practice" as applied to the classroom teacher, an explanation of how reflective practice differs from "good teaching," and an indication of what is entailed in the process of becoming a reflective practitioner. Chapters 2 through 4 offer, respectively, a general discussion of the role of inquiry in reflective practice, an extended discussion of the nature, purposes, and objectives of transformational curricula and instruction, and an examination of issues of leadership and followership in the school context. Chapter 5 addresses the relationship between the school and the community; chapter 6 gives a broad overview of the role of professional ethics in reflective practice; and finally, chapter 7 offers some suggested activities to help individuals become more reflective and analytic professionals. (Contains approximately 140 references.) (LL)

ED 364 535 SP 034 898

Holste, Don; Matthews, Dan
Survey of 1991 Teacher Education Graduates Conducted in May 1992.
PUB DATE- May 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; *Program Improvement; *Teacher Education Programs; Teacher Employment; *Teaching (Occupation)
IDENTIFIERS- Pedagogical Content Knowledge; *University of Illinois Urbana Champaign

This is the first report on a series of evaluative studies being undertaken by the Council on Teacher Education, University of Illinois at Urbana-Champaign for its preservice teacher education programs. When fully implemented, the program will include information from graduates (1 and 3 years following graduation), from current students (upon entrance into a teacher education program, prior to student teaching, and after completion of student teaching), from employers (superintendents and principals), and from cooperating whether standardization of variables is necessary, and whether the researcher wants to estimate second level factor variance. If distinct factor structures are interpretable, then isomorphic models 2 and 5 would provide the best fit, and would, in most cases, provide no better fit than the more parsimonious model 4. Parsimony and ease of interpretation favor model 4. Model 1 can provide a direct estimate of school effect not available from other models. Each of the models, except for model 3, provides useful and complementary information. Three figures and two tables illustrate the discussion. (Contains 25 references.) (SLD)

ED 364 553 TM 020 683

Musgrave, P. W.
From Humanity to Utility: Melbourne University and Public Examinations 1856-1964.
PUB DATE- 92
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Academic Standards; Case Studies; College Bound Students; *College Entrance Examinations; College School Cooperation; Educational Change; *Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; Humanitarianism; Public Opinion; Public Schools; *School Community Relationship; Testing Programs; *Test Use; *Universities
IDENTIFIERS- Australia; *Public Examinations (Australia); *University of Melbourne (Australia); Utilitarianism

The interaction of a university and the society is described in a case study of the system of public examinations of Melbourne University in Victoria (Australia). The initial desire to guarantee the academic standards of college entrants grew into a system that also provided school leaving certificates for those not entering the university. Over a century of struggle between humanitarian and utilitarian attitudes to education is portrayed, showing how public opinion gradually pushed the education system further toward utilitarianism. The influence of the examination system on the entire educational system in Victoria is traced. The historical and cultural background of these examinations is described, focusing on the various interest groups involved and the cultural changes in the schools as a result of changes in the examination system. Seven appendixes present seven tables of statistics on examinations and university entrants for the period. (Contains 93 references.) (SLD)

ED 364 554 TM 020 701

Southard, Margarida F.
Process Evaluation in Dropout Prevention Programs. Detecting and Predicting Problems and Benefits through the Use of Problem Benefit/Survey.
PUB DATE- Jan 91
NOTE- 57p.; Paper presented at the Annual Meeting of the Southeast Evaluation Association (Tallahassee, FL, January 1991). For a related document, see TM 020 702.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Problems; Administrators; *Dropout

(NCES); Hispanic American Students; *National Education Longitudinal Study 1988

In recent years, concern over students dropping out of school has increased. A primary focus is the size of the dropout population, a question that has been addressed in two National Center for Education Statistics (NCES) longitudinal studies. Both studies provide the data needed to consider the dropout experiences between the sophomore and senior years of two groups of students a decade apart in time. Over the 10 years between the 1980-82 High School and Beyond survey (HS&B) and the 1990-92 data from the National Education Longitudinal Study of 1988 (NELS:88) (follow-ups), there was a 43 percent reduction in the percent of sophomores who dropped out of school. The NELS:88 rate for the sophomore cohort of 1990 is 6.2 percent. Relative rankings for racial and ethnic groups did not change over the decade, and in both cohorts the dropout rates for Hispanics were higher than those for Whites and Asians. Rates for Blacks were between those of Hispanic Americans and Whites. In both periods, failure in school and dislike for school were major factors leading students to drop out of school. Pregnancy and marriage were important factors influencing females' decisions to leave school early. Three figures illustrate the discussion. (SLD)

ED 364 572 TM 020 792

Brigance, Albert H.; Hargis, Charles H.
Educational Assessment: Insuring that All Students Succeed in School.
PUB DATE- 93
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Auditory Tests; *Course Content; Curriculum Based Assessment; *Curriculum Development; *Educational Assessment; Educational Improvement; Educational Philosophy; Elementary Secondary Education; Grading; Teacher Role; Teaching Methods; Test Bias; Test Reliability; Test Use; Test Validity; Vision Tests

Rather than providing an anthology of tests and assessment techniques, this book focuses on academic success and its maintenance and the role of testing. The discussion opens with a consideration of the relationship between assessment and curriculum. It is important to consider carefully what it is we want to teach, and it is equally important to place curricular items in a hierarchy of difficulty that makes them teachable. Both tests and curriculum should be prepared with this in mind, in a complimentary, content-valid way, not as independent and unrelated program elements. Topics discussed include: (1) academic success and failure; (2) types of tests; (3) reliability and validity; (4) tests for instruction (success-based assessment); (5) the role of the teacher as assessor for planned instruction; (6) effective curriculum-based assessment; (7) tests for accountability; (8) grading; (9) success-based assessment and school organization; and (10) vision and hearing assessment. (Contains 35 references.) (SLD)

ED 364 573 TM 020 793

Linacre, John M.
Generalizability Theory and Many-Facet Rasch Measurement.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American

considered consistent with the district's goals for all students, alternatives to retention are recommended. Eight figures (largely graphs) and 21 charts illustrate current and past retention rates. (SLD)

ED 364 591   TM 020 823

Peredes, Vicente; Sanchez, Mario
Dropout Report, 1991-92. Publication Number 92.17.
PUB DATE- Sep 93
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Prevention; *Dropout Rate; *Educational Trends; Ethnic Groups; Graphs; Hispanic Americans; Longitudinal Studies; School Districts; *School Statistics; Secondary Education; Secondary School Students; Tables (Data); Trend Analysis; *Urban Schools
IDENTIFIERS- *Austin Independent School District TX

This report contains summaries of dropout information as well as more detailed breakdowns that portray the dropout situation in the Austin (Texas) Independent School District in 1991-92. Statistics are reported in terms of annual rates as well as longitudinal rates. This report contains high school and junior high school rates for 1984-85 through 1991-92. The class of 1992 had a 4-year dropout rate of 25.2 percent. This is a higher rate than that for the class of 1991, and is not consistent with the previous decreasing trends in dropouts. The annual dropout rate for grades 7 and 8 has been decreasing since 1984-85. Hispanic Americans have the highest dropout rate for 1991-92. Overall, the dropout rate for high schools continues a 6-year decline, and all ethnic groups continue the trend. The dropout problem has improved in the district, but most schools continue to be at the "clearly unacceptable" level of the Texas Education Agency's Academic Excellence Indicator System. Fifty-seven figures present dropout statistics. Attachments include an additional 23 tables of dropout statistics. (Contains 40 references.) (SLD)

ED 364 592   TM 020 829

Darling-Hammond, Linda; And Others
Creating Learner-Centered Accountability.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- May 93
NOTE- 89p.; Summaries of papers presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). The first two chapters were adapted from a chapter in "The Changing Contexts of Teaching: the Ninety-First Yearbook of the National Society for the Study of Education."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Case Studies; Concept Formation; Educational Change; Educational Objectives; Elementary Secondary Education; *Models; *School Restructuring; Teaching Methods; *Urban Schools
IDENTIFIERS- *Learner Based Accountability System; *New York (New York)

Evaluation; *Minority Groups; *Multicultural Education; School Districts; United States History; Urban Schools
IDENTIFIERS- Accuracy; African Americans; Diversity (Groups); Rochester City School District NY

This resource book is designed to assist educators in developing curricula and learning materials that are centered around the values of cultural pluralism. The booklet first presents a policy statement, created by the Board of Education of the Rochester City School District (New York), concerning multicultural education and curriculum development. It then addresses ways of achieving a multicultural perspective in curriculum development, the objectives of multicultural curriculum development, and sources of multicultural learning opportunities. A multicultural perspective in curriculum development encourages the incorporation of accurate, comprehensive, non-biased information about diverse cultures into teaching tools and instructional programs. Next, an approach to selecting textbooks and other materials is presented along with a list of criteria to consider when making selections, followed by an approach for developing curricula with a multicultural perspective. The booklet's final section examines ways of creating a multicultural environment. Texts about historical achievements of African Americans, Asian Americans, American Indians, and Hispanic Americans are highlighted in 55 figures. (Contains 32 references.) (GLR)

ED 364 613 UD 029 577

Benns-Suter, Ruth
The Utilization of Simulations in Multicultural Education.
PUB DATE- 9 Nov 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Role; *Counseling; Course Content; Cross Cultural Studies; Cultural Differences; *Cultural Pluralism; *Curriculum Development; Futures (of Society); Graduate Study; Higher Education; *Multicultural Education; Racial Differences; *Simulation; Student Attitudes; Teaching Methods; Universities
IDENTIFIERS- Millersville University PA; *Multicultural Counseling; Victimization

It is critical that colleges and universities play a leading role in preparing students to function effectively in the more pluralistic society that is developing. This task can be accomplished by updating curriculum to be more responsive to diversity issues. One such effort to infuse multiculturalism into theory and practice in the counseling pedagogy is a graduate-level course at Millersville University (Pennsylvania), "Multicultural Counseling." In implementing this course, it became apparent that students were able to comprehend and absorb the underlying theory, but that they had difficulty grasping many issues associated with race relations and cultural differences. To enhance student understanding, simulations were introduced to encourage students to examine their own perspectives. One simulation was the BAFA BAFA simulation, an experience in cross-cultural immersion, and another was the Drawbridge exercise, which allows the student to journey in a previous time period to explore issues of race, victim blaming, and individual responsibility. The use of simulations was found to be an excellent technique to stimulate dialogue and thinking about cultural differences and multiculturalism. (Contains 18 references.) (SLD)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Testing; *Compensatory Education; *Disadvantaged Youth; *Elementary School Students; Federal Programs; Grade 4; Grade 5; *Imagery; Intermediate Grades; Learning Processes; Males; Pretests Posttests; *Reading Comprehension; Reading Improvement; Reading Tests; *Visual Aids
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This study determined if the use of visual imagery and verbal rehearsal would benefit readers who had third or fourth grade reading level ability. Readily available trade materials were used each totalling approximately 400 to 600 words in length and containing novel content to eliminate the possibility of prior knowledge. The study used the knowledge that students already possessed about video camera-recorders and the various functions of the camera-recorder: record, rewind, and playback. The measure of learning was the change in percentage correct in scores from baseline tests to posttests of 3 boys in grades 4 and 5. A multiple baseline time-series design determined that the study strategy improved students' reading comprehension scores. (GLR)

ED 364 632 UD 029 610

The Urban Landscape: A Multidisciplinary Approach. Teacher's Resource Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; English; Ethnic Groups; Geography; History; *Interdisciplinary Approach; Literature; Racial Differences; Resource Materials; Social Mobility; *Teacher Developed Materials; Teaching Guides; Urban Areas; Urban Schools; *Urban Studies; Writing Skills
IDENTIFIERS- *Connecticut Academy for English Geography History

This report is a curriculum development project of the Connecticut Academy for English, Geography, and History, representing the creative work of the teachers who participated in the Academy's summer institute in July 1993 at the University of Connecticut (Storrs). This resource guide for teachers concentrates mainly, but not exclusively, on the metropolitan United States. Various subjects, such as race, class, ethnicity, social mobility, and technology, are investigated in connection with the city. Each lesson identifies main ideas, connections with the curriculum objectives, and resources for classroom use. Concrete suggestions and intended grade levels are specified. The multidisciplinary component is clearly stated with explicit themes for geography, literature and writing, and history. The 19 lessons, by different authors, are abbreviated for publication, but are available in their entirety from the teachers. (SLD)

ED 364 633 UD 029 612

Renyi, Judith

Tennessee (Knoxville), including the creation and efforts of an improvement committee, the adoption of an improvement model, and the final development and faculty acceptance of an improvement plan. Next, the process is discussed from two perspectives: (1) from the viewpoint of a faculty member as a member of the Instructional Improvement Committee; and (2) from the viewpoint of a faculty member who participated in the process. The pamphlet concludes with discussions on what was learned and some suggestions for other departments considering a similar process. (GLR)

ED 364 178 HE 026 982

Pollio, Howard R.
Any Questions, Please?
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Communication; *College Instruction; Comparative Analysis; Higher Education; Information Seeking; Lecture Method; *Questioning Techniques; Teacher Student Relationship

This pamphlet discusses the use of questioning in the college classroom and its contribution to learning. Starting with a brief examination of the ways children question, discussions cover: (1) the effects of linguistic and socio-linguistic characteristics in questioning; (2) questions in psychotherapy, law, and opinion polling; (3) classroom questioning from kindergarten to college; and (4) questioning as performed by college lecturers. Analysis of questioning at the college instructor level indicates that instructor questions at all levels are more like those of a lawyer than of a scientist (or child). In these cases the answers are already known by the questioner, there is an air of power associated with them, and the questioner is the one who initiates, directs, evaluates, and controls the flow of things. Therefore, unlike the child, scientist, or scholar, these questions do not seek answers for advancement of knowledge but rather to focus on past knowledge. Such questioning, it is argued, limits learning by being more oriented to the past and the authority of the questioner than toward the future and the autonomy of the answerer. (Contains 41 references.) (GLR)

ED 364 179 HE 026 983

Pollio, Howard R
Remembrances of Lectures Past: Notes and Note-Taking in the College Classroom.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Communication; College Instruction; *College Students; Higher Education; *Instructional Improvement; Lecture Method; *Notetaking; *Outlining (Discourse); Research; *Study Skills; Undergraduate Study

This pamphlet examines notetaking by college students in a discussion of: (1) student attitudes regarding notetaking; (2) observations of notetaking behavior; (3) the relationship between notetaking, quizzes, and college grades; (4) how notes help test performance; and (5) individual differences and

Simulation; *Skill Development; Training Methods
IDENTIFIERS- Anchored Instruction; *Automated Instructional System; Diagnostic Research; *Intelligent Tutoring Systems; Knowledge Engineering; Learning Environments; LISP Programing Language

This book contains a snapshot of state-of-the-art research on the design of automated instructional systems. Selected cognitive psychologists were asked to describe their approach to instruction and cognitive diagnosis, the theoretical basis of the approach, its utility and applicability, and the knowledge engineering or task analysis methods required to support it. The following papers are included: (1) "Automated Instruction as an Approach to Individualization" (J. Wesley Regian and Valerie J. Shute); (2) "Aptitude-Treatment Interactions and Cognitive Skill Diagnosis" (Valerie J. Shute); (3) "Possibilities for Assessment Using Computer-Based Apprenticeship Environments" (Alan Lesgold, Gary Eggan, Sandra Katz, and Govinda Rao); (4) "General Principles for an Intelligent Tutoring Architecture" (John R. Anderson, Albert T. Corbett, Jon M. Fincham, Donn Hoffman, and Ray Pelletier); (5) "Supporting Diverse Instructional Strategies in a Simulation-Oriented Training Environment" (Douglas M. Towne and Allen Munro); (6) "An Anchored Instruction Approach to Cognitive Skills Acquisition and Intelligent Tutoring" (Cognition and Technology Group, Vanderbilt University); (7) "The Application of Consistency Principles for the Assessment of Skill Development" (Arthur D. Fisk and Wendy A. Rogers); (8) "Modeling Student Performance in Diagnostic Tasks: A Decade of Evolution" (William B. Johnson and Jeffrey E. Norton); and (9) "The Use of On-Line Guidance, Representation Aiding, and Discovery Learning To Improve the Effectiveness of Simulation Training" (Kevin Bennett). (Contains 317 references.) (KRN)

ED 364 198 IR 016 282

Duffy, Thomas M., Ed.; Jonassen, David H., Ed.
Constructivism and the Technology of Instruction: A Conversation.
PUB DATE- 92
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Psychology; *Constructivism (Learning); Educational Strategies; *Educational Technology; Epistemology; Evaluation; Hypermedia; *Instructional Design; Learning Processes; *Learning Theories; Research; Research Utilization
IDENTIFIERS- Cognitive Flexibility; Front End Analysis; Knowledge Representation

The essays in this book form a dialogue between instructional developers and learning theorists about the implications of constructivism for instructional design practice. Following an introduction entitled "Constructivism: New Implications for Instructional Technology" (Thomas M. Duffy and David H. Jonassen), the papers are divided into four major sections: (1) Constructivist Perspectives, including "Theory into Practice" (Anne K. Bednar, Donald Cunningham, Thomas M. Duffy, and J. David Perry), "Assessing Constructions and Constructing Assessments" (Donald J. Cunningham), "Technology Meets Constructivism" (David N. Perkins), "Cognitive Flexibility, Constructivism, and Hypertext: Random Access Instruction for Advanced Knowledge Acquisition and Ill-Structured Domains" (Rand J. Spiro, Paul J. Feltovich, Michael J. Jacobson, and Richard L. Coulson), and "Technology and the Design of Generative Learning Environments" (Cognition and Technology centers, many of the islands of Micronesia are without live television or daily newspapers. However, the skies of the Pacific are alive with radio broadcasts that can be received with shortwave radios. This presentation explains the nature of shortwave radio and describes how teachers can use it to motivate learning and integrate a variety of topics into the school curriculum. By tape recording international shortwave programs and making reception reports, teachers can motivate students to learn about the outside world. This requires a dedicated teacher who is willing to make the extra effort; but, with such a teacher, students in the Pacific can travel around the world on the wings of shortwave radio. Appendix A presents a sample reception report. Appendix B lists some possible broadcasts. Appendix C lists Universal Coordinated Times or Greenwich Mean Times and local times for each component of Micronesia. (Author/SLD)

ED 364 217 IR 016 395

Moursund, David
The Technology Coordinator.
PUB DATE- 92
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Preparation; Computer Assisted Instruction; Educational Environment; *Educational Technology; Guides; *Information Technology; Interviews; Rural Schools; School Size; Secondary Education; *Teacher Role; *Technological Advancement; Urban Schools
IDENTIFIERS- Computer Coordinators; *Technology Coordinators

This booklet is written for educators who want to play a leadership role in the instructional use of computers and other information technology in precollege education. Although it is oriented toward the United States and Canada, many ideas are applicable in other countries. The first part of the book, the preface through Chapter 10, is a discussion of the role of the technology coordinator. The second portion contains interviews with seven technology coordinators in middle schools and high schools in urban and rural districts of varying sizes. The third section consists of 17 appendices presenting articles that the author has written since 1983 highlighting issues surrounding the use of educational technology. The emphasis in coordinating technology use in schools has switched from a focus on the computer itself to a focus on learning environments that are facilitated by computers. The technology coordinator now works to facilitate effective use of a wide range of computer-related information technologies. (Contains 61 references.) (SLD)

ED 364 218 IR 016 396

Collis, Betty, Ed.; Carleer, Gerrit, Ed.
Technology Enriched Schools: Nine Case Studies with Reflections.
PUB DATE- 92
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction;

NOTE- 567p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Elementary Secondary Education; Evaluation; Guidelines; Information Technology; *Learning Resources Centers; Library Acquisition; *Library Administration; Library Automation; Library Collection Development; Library Facilities; Library Personnel; Library Services; *School Libraries
IDENTIFIERS- *Information Power (AASL AECT)

This guide brings together all aspects of administration of a school media center in light of the new qualitative standards in "Information Power: Guidelines for School Library Media Programs." The book focuses on practical considerations within a single school as reflected in the new developments in organizing and administering the center. The general principles in "Information Power" and computer applications are included throughout all appropriate chapters. Chapters include: (1) School Library to Media Center; (2) The Impact of "Information Power" as a Guideline for School Media Centers; (3) Functions of the School Library Media Center; (4) Developing a School Library Media Center Program; (5) Budget; (6) Staff; (7) Facilities; (8) Media Selection: Policies and Procedures; (9) Media Selection: Criteria and Selection Aids; (10) Technology: The Crucial Link; (11) Acquisition and Organization; (12) Managerial Concerns; (13) Beyond the Single-School Library Media Center; and (14) Evaluation. Examples, checklists, and forms illustrate each chapter as appropriate; and each chapter contains a list of further readings. The text of key supporting documents and directories of state school library media center agencies, other associations and agencies, and selected library furniture and supply houses are appended. (KRN)

ED 364 237 IR 054 725

Haycock, Ken
What Works: Research about Teaching and Learning through the School's Library Resource Center.
PUB DATE- 92
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Effectiveness; Course Integrated Library Instruction; *Doctoral Dissertations; Elementary Secondary Education; Foreign Countries; *Instructional Effectiveness; *Learning Resources Centers; Librarians; Library Administration; Library Materials; Library Personnel; *Library Research; *Library Services; Media Specialists; Outreach Programs; Program Effectiveness; *School Libraries
IDENTIFIERS- Canada; United States

This book brings together relevant doctoral research related to the instructional effectiveness of the elementary and secondary school librarian and school library. The research is distilled from supervised research studies conducted at North American universities. In the opening section, the book describes what works, based on findings about effective programming drawn from 200 dissertations relevant to the generation of current

DESCRIPTORS- Age Differences; Annotated Bibliographies; Childrens Literature; Elementary Education; *Elementary School Curriculum; Elementary School Students; Information Dissemination; Learning Resources Centers; *Library Collection Development; Library Development; *Library Material Selection; Library Planning; *Periodicals; Professional Development; Resource Materials; *School Libraries
IDENTIFIERS- Magazine Index; *Oklahoma

This bibliography lists basic periodical titles that should be included in school library collections for elementary schools in Oklahoma. The periodicals are grouped by library phase of development, from the phase 1 stage with the smallest collections, to the expanded phase 3 collection. Each entry contains an annotation describing the use of the periodical and the age range to which the periodical applies, and those for professional development are presented with information about the grades to which they apply. Publication information, including addresses of suppliers, is also included. Periodicals are also listed by curriculum area and professional development use. Periodical indexes and instructional materials available for teaching the use of these indexes are also listed. In all, 35 children's titles, 17 professional titles, and 2 periodical indexes are profiled. Five periodical subscription services, one National Geographic index, and 16 instructional materials are also listed. (SLD)

ED 364 258   IR 054 763

Preserving the Intellectual Heritage. A Report of the Bellagio Conference (Bellagio, Italy, June 7-10, 1993).
PUB DATE- Oct 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Archives; *Books; Economic Factors; Foreign Countries; *Information Science; International Cooperation; Library Collections; *Library Planning; *Preservation; Records Management; Repair
IDENTIFIERS- Book Preservation; Brittle Books; *Commission on Preservation and Access; Deterioration (Books); *Library Materials Conservation; United States

On June 7, 1993 the Commission on Preservation and Access convened an international group of scholars, librarians, archivists, and information scientists to explore opportunities for international collaboration in saving the contents of libraries from loss through the embrittlement of the pages of their books. This conference was intended to increase awareness and concern about the problem of decaying library collections, to begin to build a European-centered effort, and to enlarge and solidify the cooperation between Europe and the United States. The conference began with a summary of preservation efforts so far, considering issues such as what to save and how to save it. The 23 conferees recognized the importance of raising the level of awareness about decaying books. It is important not to delay preservation efforts while waiting for a particular method to prove itself optimal. The most flexible, dependable, and economic efforts should be used at once, while trials of alternatives proceed. Recommendations of the conference create an ad hoc steering committee for initiating and supervising the process of constituting a European commission on preservation and access. An ad hoc committee was formed to begin this effort. The full text of the resolution and recommendations adopted by the conference are included in

Stunkel, Edith L.; Peters, George R.
Brokering Rural AGE: Transferring the Model of Gerontological Curriculum Development in Rural Community Colleges throughout Region VII.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 30 Jun 88
NOTE- 115p.; For a related documents, see ED 276 465.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Curriculum Development; *Educational Gerontology; Faculty Development; *Gerontology; *Intercollegiate Cooperation; Program Attitudes; Program Effectiveness; Program Implementation; Program Improvement; *Rural Areas; Rural Development; Two Year Colleges

Brokering Rural AGE was a 17-month collaborative project for the development of gerontological curricula, involving four university-based gerontology centers and 17 community colleges in Iowa, Kansas, Missouri, and Nebraska. Its purpose was to enhance the gerontological curricula of community colleges serving rural areas by means of a model consisting of four components: curriculum development, a team approach and inter-institutional networking, faculty development through conferences and consultants, and resource targeting. The project was based on the premise that rural areas of the Midwest were rapidly undergoing population aging, but lacked the numbers and concentration of gerontological specialists and services of urban areas. Each of the participating community colleges formed a team of faculty and administrators who provided the key link between the university gerontological centers and their colleges. The first major project outcome was the development or upgrading of introductory gerontology courses at all 17 community colleges. The courses were offered a total of 25 times to 275 students during the project. In addition, 11 of the colleges developed and offered 17 additional academic gerontology courses, 15 non-credit continuing education workshops in gerontology were offered, and four colleges developed associate of arts degrees in gerontology and/or nursing home administration. The university centers shared resources with the community colleges, including syllabi, books, videotapes, research reports, and needs assessments. All community colleges reported professional development activities in which at least one team member participated during the project. The project report includes a discussion and evaluation of outcomes, information on conferences, and a final report survey form. (ECC)

ED 364 276 JC 930 543

Koops, Klaas; Verlaan, Theo
Flotilla-Sailing Is the Name of the Game.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at "Reinventing the Community College," the Annual Computer Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Allied Health Occupations Education; *College Graduates; Community Colleges; *Dental Hygienists; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In a continuing effort to measure the quality of their Dental Hygiene program, explore the need for changes, and substantiate the program's goals for accreditation standards, a follow-up study was conducted of the 1992 Dental Hygiene program graduates from William Rainey Harper College (WRHC) in Palatine, Illinois. Surveys were mailed to all 29 associate degree graduates, requesting information on their current employment and/or enrollment in school, employment search experience, salary/benefits, job satisfaction, job tasks, the quality of their WRHC preparation for those tasks, and suggestions for improving the WRHC program. Study findings, based on a 100% response rate, included the following: (1) all of the respondents were employed in the dental hygiene field, with 17 working full-time and 4 more working full-time at 2 part-time jobs; (2) 54% of the respondents were working in a job setting with only 1 practitioner, compared to 27% of the 1991 graduates; (3) respondents' search for employment typically involved 5 interviews, with 45% using the local newspaper and 52% using a personal contact; (4) 93% of the graduates were paid on an hourly basis, with a mean wage of $20.20 per hour, or approximately $42,000 per year; (5) 93% of the respondents were very satisfied with their chosen profession; (6) 85% of respondents reported being members of state dental hygienist associations, with 78% participating in formalized continuing education presentations; and (7) while no graduates were currently working toward an advanced degree, about 41% anticipated eventually working toward one. Detailed data tables and the survey instrument are included. (MAB)

ED 364 292 JC 940 009

Lucas, J. A.; Meltesen, Cal
Follow-Up Study of Former Students Who Began in the Years 1988, 1986, and 1984. Volume XXII, No. 3.
PUB DATE- Nov 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Enrollment Influences; Followup Studies; Grade Point Average; Graduate Surveys; *Outcomes of Education; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Transfer Index

A follow-up study of students who earned at least 12 credit hours was conducted at William Rainey Harper College (WRHC), in Palatine, Illinois, to determine their employment and education status after leaving WRHC. Utilizing the National Transfer Rate Study format, over 1,000 former WRHC students in each of three cohort years (1988, 1986, and 1984) were surveyed by telephone, and response rates of 71.2%, 51.6%, and 47.6%, respectively, were achieved. Results of the study indicated the following:

Collection; *Disabilities; Information Dissemination; *Information Services; National Surveys; Questionnaires; *Special Education; Two Year Colleges; *Two Year College Students; User Needs (Information)

The American Association of Community Colleges (AACC) designed a project to help widen the educational opportunities for disabled individuals through access to a broader base of information about programs and services in local two-year colleges. The focus of the first year's activity was the design and development of a database of information on services and programs for persons with disabilities at 624 public and private community colleges; the production of a directory of these programs; and information dissemination about the project. During the project's second year, a monograph entitled "Disability Support Services in Community Colleges: Selected Cases" was prepared to highlight successful disability support practices. Data collected for the project reveal that: (1) approximately 70% of all institutions responding to the AACC's survey reported having a formal Disability Support Service Office; (2) approximately 63% of all public higher education students with disabilities are enrolled in community colleges; (3) approximately 6% of all community colleges students report a disability and about 2% request services; (4) approximately 12% of all responding colleges did not keep student data by category of disability; however, among those 574 institutions reporting data, learning disabilities constituted by far the largest single category of disability, followed by orthopedic or mobility disabilities, and chronic illness or other disabilities; and (5) the most prevalent services and accommodations offered by community colleges were registration assistance, counseling, alternative exam formats, and notetaking services. The survey questionnaire and evaluation forms are appended. (ECC)

ED 364 309 JC 940 050

Barnett, Lynn, Ed.
Disability Support Practices in Community Colleges: Selected Examples.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 81p.; For a related document, see JC 940 049.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Ancillary School Services; *Assistive Devices (for Disabled); Community Colleges; Computer Uses in Education; *Disabilities; Hearing Impairments; Injuries; Mental Disorders; Mental Retardation; *Program Content; Special Education; *Special Needs Students; Two Year Colleges; Two Year College Students; Visual Impairments

Brief descriptions are provided of the 48 specific disability support practices being provided by community colleges. In its call for contributions, the American Association of Community Colleges solicited information about factors that practitioners thought contributed to the success of a disability support program. Nearly 50 different key factors were mentioned, including four that were cited by approximately half of the respondents represented in the book: administrative commitment, community linkages, staff expertise, and faculty support. Following a chart summarizing support practices by state, the 48 program descriptions are presented in the categories of: (1)

school development planning in British primary schools and to evaluate the impact of such planning on the work of individual schools, the learning opportunities for individual pupils, and the professional development of individual teachers. When completed in June 1994, this project should be able to provide answers to the following questions: (1) what impact do school development plans and the planning process have on whole school management, classroom learning, and pupil learning; (2) are some plans more effective than others; (3) what are the key elements of successful practice and the implications of these for Local Education Authorities (LEAs) and schools; and (4) do the theoretical postulates apply to the results, or do they need to be modified in light of the study? Interviews, classroom observations, and questionnaires are being used to gather data in 18 classrooms in 9 schools, all located in 3 contrasting LEAs. (MDM)

ED 364 328 PS 021 847

Beyond Rhetoric: Assuring a Child's Right to Two Parents. Presentations at the Children's Rights Council National Conference (7th, Bethesda, Maryland, April 28-May 2, 1993).
PUB DATE- Apr 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Child Abuse; *Child Advocacy; Child Custody; Children; Childrens Rights; Child Support; *Child Welfare; Court Litigation; *Divorce; Grandparents; One Parent Family; Parenting Skills; *Parents
IDENTIFIERS- *Single Parents

This document contains papers presented at the Seventh National Conference of the Children's Rights Council, also known as the National Council for Children's Rights. The papers presented were: (1) "Alternatives to the Adversarial Process for Resolution of Child Custody Cases" (Hugh McIsaac); (2) "New Decision Making Models in Child Protection Cases" (Nancy Thoennes); (3) "Socializing Techniques: Positive Parenting in a Hostile Environment" (Kris Kline); (4) "How To Prepare for Your Day in Court" (Karen Chandler); (5) "Improving the Legal System Response to Allegations of Sexual Abuse Involving Very Young Children" (Howard Davidson); (6) "The Custody Revolution" (Richard Warshak); (7) "Revising the Child Abuse Prevention and Treatment Act--Our Best Hope for Dealing with Sex-Abuse Hysteria in the United States" (Richard Gardner); (8) "How To Better Distinguish between Real and False Allegations of Child Sexual Abuse" (Dean Tong); (9) "What Children Need from Parents after Separation and Divorce" (Risa Garon and others); (10) "Grandparents as Resources for Children and Grandchildren" (Ethel Dunn); (11) "The Crisis, Courage, and Challenge of Single Parenting" (Suzy Yehl Marta); (12) "Play Therapy for Adults: Enriching the Child Within" (June Hutchison); (13) "Understanding Child Psychotherapy (or) When Talk Isn't Cheap" (Kim Boedecker-Frey); (14) "Symposium: A New Financial Child Support Guideline for the States To Consider" (Roger Gay); (15) "Maximizing Child Support" (Donald Bieniewicz); (16) "The Use and Misuse of Mental Health Experts in Child Custody Cases--Relocation" (Arnold Rutkin); (17) "The Use and Misuse of Mental Health Experts in Child Custody Cases--Standards" (Ronald Henry); (18) "How Parents Can Use Life Insurance To Provide for the Financial Security of Their Children after Divorce" (Ted Knight); (19) "How To Work with the Courts and Commissions" (H. W. Burmeister and others); and (20) "Working with the Media and guidelines for planning meals in child care centers, a list of appropriate foods and serving sizes by child age, and sample menus to accommodate vegetarian, Hispanic, Jewish, Chinese, Vietnamese, and Southern United States children. Finally, the third part reviews sanitation and safety concerns in child care centers, providing information and checklists for avoiding food-related illnesses and accidents and descriptions of the Heimlich maneuver for infants and children and emergency breathing procedures. Appendixes provide growth charts, 13 recipes, and a list of resource agencies. (BCY)

ED 364 347 PS 021 918

Wilentz, Elias S.
The Noneducation of America's Children.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Rating; Curriculum Development; *Curriculum Problems; Educational History; Educational Improvement; Educational Needs; *Educational Philosophy; Educational Practices; Educational Theories; Elementary School Students; Elementary Secondary Education; *Instructional Effectiveness; *Outcomes of Education; *Piagetian Theory; Role of Education; Secondary School Students; *Student Centered Curriculum
IDENTIFIERS- Dewey (John); Education Reform Act 1988 (England); Rousseau (Jean Jacques); Soviet Education; Vygotsky (Lev S)

Despite evidence of ineffectiveness, the American educational system remains tied to the child-centered, Piagetian approach to educating children. Based on the romantic notions of Rousseau, this approach maintains that children should not be viewed as receptacles of information that is dispensed by teachers but as active discoverers in a learning environment. As a consequence, two key elements of the modern classical pedagogical approach, didactic teaching or explaining and the systematic study of academic subjects, have been discarded, with the result that American children rank among the lowest academically of industrialized nations. To explain the disastrous results of the romantic approach, proponents have offered a multitude of excuses from too much television, a school year that is too short, pushy parents, centralized school board systems, and the argument that poor results stem from inadequate testing methods, not learning deficiencies. Historically, however, the romantic notions of holistic theme teaching as opposed to academic disciplines and the role of the teacher as facilitator have never been successful, having been attempted and abandoned by the Russians in the 1930s and, more recently, by the British. A return to the modern classical approach could make the education of American children the envy of nations instead of the noneducation that it is today. (BCY)

ED 364 348 PS 021 920

Head Start Parenting Education Resource Directory. Second Draft.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Aug 93
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

NOTE- 86p.; Photographs will not reproduce well. For a related document, see RC 019 379.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; *Agricultural Laborers; Family Programs; Farm Labor; *Federal Programs; Health Care Costs; Health Conditions; Mental Health; Migrant Education; *Migrant Health Services; *Migrant Housing; *Migrant Workers; Occupational Safety and Health; Outreach Programs; Parent Education; Work Environment
IDENTIFIERS- Access to Health Care; *National Advisory Council on Migrant Health

The 1993 recommendations to the Secretary of Health and Human Services on migrant health emphasize that all available federal and state public service programs be mobilized to also serve farmworkers, and that coordination of efforts among federal agencies and departments take place. The following recommendations offer approaches to secure inclusion of farmworkers in programs designed to assure the safety and health of all Americans: (1) an Interagency Memorandum of Agreement among federal agencies that supports expanded appropriations for construction and subsidy of farmworker housing; (2) an annual appropriation of $100 million for the Migrant Health Program for FY 1994; (3) integration of the mental health needs of farmworkers with the services of all federally funded mental health programs; (4) inclusion of specific farmworker components in special projects designed to strengthen the family; (5) inclusion of farmworkers in health care reform such as reciprocity of Medicaid, national health insurance, provisions for mental health care, and expansion of primary services; (6) expanding community outreach services to farmworkers, including hiring bilingual staff and providing training on maternal and child health to migrant women; (7) establishment of an interagency group to address the enforcement of regulations and laws protecting farmworker health and safety; (8) collaboration of migrant education and Department of Labor programs to train migrant youth in allied and clinical health professions; and (9) research on health status indicators of farmworkers by sex and age. (KS)

ED 364 367 RC 019 381

Catalog of Programming 1993-94.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; *American Indian Culture; *American Indian History; American Indians; Artists; Child Rearing; Cultural Education; Educational Television; Family Life; Filmographies; Mythology; Nonformal Education; *North American History; *Public Television; *Tribes; *Videotape Recordings
IDENTIFIERS- *Native Americans

This catalog indexes and describes over 175 Native American programs produced for public television and available on video to public television stations, schools, libraries, and educational users. Introductory pages describe the development of the Native American Public Broadcasting Consortium and present brief biographies of nine Native American producers. An alphabetical index of program titles categorizes entries and indicates national or regional interest. Categories are arts,

NOTE- 72p.; Some figures may not reproduce clearly. For the final report, see ED 355 329.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Needs; Elementary School Students; Elementary Secondary Education; *Eligibility; *Family Characteristics; Federal Programs; Financial Support; *Identification; *Migrant Children; Migrant Education; Preschool Children; Preschool Education; Program Evaluation; Secondary School Students; Summer Programs; Young Adults
IDENTIFIERS- *Migrant Education Program; Migrant Student Record Transfer System

This report characterizes the student population served by the Migrant Education Program (MEP), describes services provided through MEP, and suggests policy options to improve targeting and accountability. Despite legislation that requires currently migratory children to receive priority for MEP services, over half of those served are formerly migrant. Most students served through MEP are enrolled in grades K-6 and have substantial needs for supplementary instructional and support services. Large proportions of the children are limited English proficient, are 1 or more years behind their peers in school, and have reading and language arts achievement that lags behind national norms. Summer programs assist in filling in educational gaps caused by moves during the regular term. The current funding formula for determining state MEP grants creates an incentive for states to identify in-school formerly migrant students, rather than the more needy currently migrant, preschool, and out-of-school migrant youth (ages 18-21). If the MEP is to provide services to the eligible migrant students with the greatest needs, the current state grant allocations process must provide appropriate incentives. This report contains many data tables. (KS)

ED 364 386 RC 019 408

Morton, Claudette, Ed.
A Curriculum Guide from the Montana School Accreditation Standards for Montana's Rural Schools.
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; *Elementary School Curriculum; Elementary Secondary Education; Program Development; Rural Education; *Rural Schools; *Secondary School Curriculum; State Curriculum Guides; *State Standards
IDENTIFIERS- *Montana

After the Montana Board of Public Education enacted new accreditation standards in 1989, the original Montana rural school curriculum guide no longer reflected state standards. A new rural curriculum guide was developed by drawing on pertinent sections of the Montana School Accreditation Standards and Procedures Manual, and by including model learner goals written by program-area committees that worked on the manual. This guide is divided into the nine program areas used the by State of Montana: communication arts, fine arts, guidance, health enhancement, library/media, mathematics,

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Area; Concept Teaching; *Constructivism (Learning); Decision Making; Elementary School Mathematics; Elementary Secondary Education; Epistemology; Higher Education; *Mathematics Instruction; *Mathematics Teachers; *Teacher Education; Teacher Role; *Teaching Models
IDENTIFIERS- Pedagogical Content Knowledge

Constructivist epistemologies have been instrumental in recent research on mathematics learning and have provided a basis for recent mathematics education reform efforts. Although constructivism has the potential to inform changes in mathematics teaching, it offers no particular vision of how mathematics should be taught; models of teaching based on constructivism are needed. Data are presented from a whole-class teaching experiment in which constructivist perspectives encountered problems of teaching practice. The analysis of the data led to the development of a model of teacher decision making with respect to mathematical tasks. Central to this model is the creative tension between the teacher's goals for student learning and the responsibility to be sensitive and responsive to the mathematical thinking of the students. Themes represented include: (1) Students' thinking/understanding is taken seriously and given a central place in the design and implementation of instruction; (2) The teacher's knowledge evolves simultaneously with the growth in the students' knowledge; (3) Planning for instruction is seen as including the generation of a hypothetical learning trajectory; (4) The continually changing knowledge of the teacher creates continual change in the teacher's hypothetical learning trajectory. Contains 47 references. (Author/GW)

ED 364 407 SE 053 831

Mangels, Kenneth
A Study of Mathematics Education in the Lutheran Church-Missouri Synod Schools Using Background Questions from the 1990 National Assessment of Educational Progress.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculators; Comparative Analysis; Computer Uses in Education; *Educational Assessment; Elementary School Students; Grade 4; Grade 8; Homework; Intermediate Grades; Junior High Schools; Junior High School Students; Manipulative Materials; Mathematics Curriculum; *Mathematics Education; Mathematics Skills; National Surveys; *Parochial Schools; Small Group Instruction; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Lutheran Schools; *National Assessment of Educational Progress

This paper presents the results of a comparison of data from the Lutheran Church-Missouri Synod (LCMS) 4th (n=179) and 8th (n=143) grade student and teacher samples to the data from the 1990 National Assessment of Educational Progress (NAEP) 4th and 8th grade student and teacher samples. This is part of a larger study of mathematics education in the LCMS that seeks to determine the overall effectiveness of its parochial school system's mathematics education. The sample was randomly selected from the LCMS school system student population. Consistency between LCMS and NAEP samples was determined on a percentage basis for each question. Student attitudes towards

IDENTIFIERS- Project DISTIL

Even without relying on individual student testing there is a great deal that teachers can know about student learning in their classrooms. The purpose of this article is to ask: As a means of identifying student learning, what alternatives to testing exist within normal classroom practices? First the context of the work reported here is described in order to explain the impetus for the question asked. An analysis of the different kinds of things that can provide information on student learning in normal classrooms is presented. The analysis is illustrated with two examples drawn from Project DISTIL which is a study of experienced high school science teachers. The conclusions to the above question are summarized. (PR)

ED 364 429   SE 053 944

Porter, Andrew C.; And Others
Reform up Close: An Analysis of High School Mathematics and Science Classrooms. Final Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 93
NOTE- 818p.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Board of Education Policy; Classroom Research; Curriculum Research; *Educational Change; *Educational Policy; Educational Research; Educational Resources; High Schools; *Mathematics Instruction; School Policy; Science Curriculum; *Science Instruction; Science Teachers; *Secondary School Mathematics; *Secondary School Science; Tests; Textbooks

This book presents a study of high school mathematics and science in six states, 12 districts, and 18 schools. The study is an effort to document state, district, and school policy and practices and the enacted curriculum as provided by teachers and experienced by students. The data consist of daily records of instructional practices for 62 teachers, 116 observations of 75 teachers, 81 teacher interviews, 312 teacher questionnaires, 76 school administrator interviews, 44 district administrator interviews, and 18 interviews of education agency administrators. Among the conclusions are that the study took place in a time of great transition, many state and district policies are weak but they can have strong effects, and textbooks and tests are important instructional resources that can and often do influence the nature of high school mathematics and science instruction. (PR)

ED 364 430   SE 053 959

Nasser, Ramzi; Carifio, James
The Effects of Cognitive Style and Piagetian Logical Reasoning on Solving a Propositional Relation Algebra Word Problem.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the North England Educational Research Organization (Portsmouth, NH, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Cognitive Development; *Cognitive Style; College Mathematics; Context Effect; Developmental Stages; Field Dependence Independence; Formal Operations; Higher

repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on immigrants to the United States. Two documents featured in the workshop are discussed--"The Growth of the Population: 1790-1890" from the U.S. Census Bureau's 1989 Statistical Atlas of the United States and "Remember Your First Thrill of American Liberty," a 1917 poster used to persuade recent immigrants to buy U.S. government bonds. Photographs of these documents as well as two student exercises are included. (DB)

ED 364 455 SO 023 465

Connections, Challenges, Choices: Report of the Florida Commission on Social Studies Education.
PUB DATE- 91
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Course Content; *Curriculum Development; Curriculum Evaluation; Curriculum Research; Elementary School Students; Elementary Secondary Education; Secondary School Students; *Social Studies; *Teaching Methods
IDENTIFIERS- *Florida; Florida Commission on Social Studies Education

This report of the Florida Commission on Social Studies Education reviews the status of social studies education in Florida public schools and makes recommendations for improving instruction to meet the needs of Florida students in grades K-12. In reviewing the status of social studies in Florida, the Commission concluded that there was no single, unifying vision that characterized the aims of social studies educators and other interested groups. The Commission found no program of study that gives cohesion to social studies courses. The Commission determined that primary focus should be placed on academics. Part 1 of this document contains three recommendations that the Commission believes will improve social studies education in Florida: (1) social studies educators adopt a unifying vision that will guide their teaching as they seek to develop well educated people; (2) school districts adopt a "best practices" comprehensive K-12 social studies program of study, guided by the vision, and emphasizing history and geography; and (3) academics become central to and paramount in schooling. The second part of the report describes the Florida social studies program of study. The program is divided into individual or clusters of grades from K-12. A chart lists each program and relates to a theme, the overall vision, and connections to various aspects of social studies including sociology, history, geography, economics, political science, ethics, and humanities. Each section includes areas for study, instructional strategies, and correlations between grades and areas. (DK)

ED 364 456 SO 023 468

Arhar, Joanne M.; Kromrey, Jeffrey D.
Interdisciplinary Teaming in the Middle Level School: Creating a Sense of Belonging for At-Risk Middle Level Students.
PUB DATE- Apr 93

IDENTIFIERS- *Study Circles

This bibliography is useful to those interested in the intersection of collaborative learning concerns and enhanced citizen participation. In addition to an introduction, there are five parts: (1) general information on study circles and small group discussion (8 references); (2) the theory of collaborative learning in small groups and study circles (14 references); (3) history and current-day examples of study circles and other discussion programs (62 references); (4) the how-to's of study circles and small group discussion (33 references); and (5) participatory democracy and social change--the context for study circles (37 references). Each citation may contain the following information: author, title, publisher, publication date, relevant pages, and publication description. (NLA)

ED 364 477 SO 023 607

McCoy, Martha; Pasquerella, Lynn
Are There Reasonable Grounds for War? Public Talk Series.
PUB DATE- Jan 92
NOTE- 27p.; For other items in the series, see SO 023 604-609.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Discussion Groups; Ethics; Foreign Policy; International Relations; Leaders Guides; Military Science; *National Defense; Policy Formation; *Political Issues; Treaties; *War; World Problems
IDENTIFIERS- *Study Circles

This program guide assists in discussions of critical social and political issues by providing a framework for considering which conditions warrant a use of military force. The guide examines the question from two different but related angles: military force and those reasons for war most commonly offered. The document includes the following sections: (1) "Are There Reasonable Grounds for War?"--A Framework for Discussion; (2) A Summary of Major Discussion Points; (3) Part 1, Ethical Considerations--Four Possible Positions in Answer to "Are There Reasonable Ground for War?" (4) Part 2, Policy Consideration--Commonly Accepted Grounds for War; (5) A Summary of the Basic Criteria of the Just-War Doctrine; (6) Background Readings; (7) Suggestions for Leading this Discussion; (8) Suggested Discussion Questions; (9) Leading a Study Circle; (10) Suggestions for Participants; (11) Follow-up Form; and (12) Public Talk Series Programs and other resources available from the Study Circles Resource Center. (NLA)

ED 364 478 SO 023 609

Pasquerella, Lynn
The Death Penalty in the United States. Public Talk Series.
PUB DATE- Jul 91
NOTE- 50p.; For other items in the series, see SO 023 604-609.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Citizenship Education; Course

westward and include Leif Eriksson, Columbus, Magellan, Marco Polo, and the Portuguese explorers. Chapter 5 discusses European and American expansion westward across the North American continent. The sixth chapter covers European exploration of Africa in the nineteenth century. The remaining chapters discuss exploration of the north and south poles, the highest mountains, the oceans, and space. The book is intended for use by classroom teachers in the humanities, library media specialists and librarians, and students who want to research one of the explorational topics covered. The document attempts to fit exploration into its historical and cultural contexts. (DK)

ED 364 497 SP 034 538

Campbell-Whatley, Gloria D.
Multicultural Education Module.
PUB DATE- 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Anglo Americans; Asian Americans; Blacks; *Class Activities; *Cultural Awareness; Curriculum Development; Educational Strategies; Elementary Secondary Education; Ethnic Groups; Ethnicity; Higher Education; Hispanic Americans; Learning Activities; *Learning Modules; Minority Groups; *Multicultural Education; *Resource Materials
IDENTIFIERS- *Diversity (Student)

The purpose of this multicultural education module is to provide faculty, teachers, and administrators with a resource that will aid them in creating an environment that is amenable to diverse social and cultural groups within U.S. school systems. The guide identifies current resources for addressing issues with respect to cultural diversity and multicultural education, discusses the ideology and theory of multicultural education, and presents demographic data on culturally diverse groups (African-Americans, Asian-Americans, Hispanic-Americans, Native Americans, and Anglo-Americans). Further, it identifies speakers who are qualified to cover the subject, presents experiential activities that address the topic, and offers guidelines for users in their preparation, delivery, and evaluation on multicultural teaching and advising. Specifically, the materials include: a listing of videos and selected films that address race, culture, gender, and ethnicity; a range of tested activities and experiential exercises proven useful in a university setting for exploring and developing sensitivity to diversity; and activities and materials that would assist in needed curriculum and instructional changes that would be applicable to the public school setting. (Contains approximately 25 references.) (LL)

ED 364 498 SP 034 576

Losee, Suzanne
Toward Quality Field Experiences: The Role of Clinical Faculty.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English

experiences for children and young people. (JDD)

ED 364 516 SP 034 849

Committee of Ministry to Member States on the European Sports Charter: Recommendation No. R(92)13.
PUB DATE- 24 Sep 92
NOTE- 6p.; For a related document, see SP 034 848.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletics; Elementary Secondary Education; Ethics; Foreign Countries; Higher Education; Participation; Physical Fitness; *Policy Formation; *Public Policy; Safety
IDENTIFIERS- *Europe; *European Sports Charter

This recommendation urges European governments to base their national policies for sport on the European Sports Charter, to invite their national sports organizations to take account of principles set out in the European Sports Charter in the elaboration of their policies, and to take steps to ensure a wide dissemination of the European Sports Charter. The European Sports Charter calls for governments to enable every individual to participate in sport and to protect and develop the moral and ethical bases of sport and the human dignity and safety of those involved in sport, by safeguarding sport, sportsmen, and women from exploitation for political, commercial, and financial gain, and from practices that are abusive or debasing, including the abuse of drugs. Articles of the European Sports Charter address the sports movement, facilities and activities, developing physical fitness and encouraging the practice of sport by young people, developing participation, improving performance, supporting top level and professional sport, human resources, sustainable development, information and research, finance, and domestic and international cooperation. The text of the European Sports Charter is appended, (JDD)

ED 364 517 SP 034 850

Medicines and You: A Guide for Older Adults = Las medicinas y usted: Guia para las personas mayores.
PUB DATE- 92
NOTE- 55p.; Funding provided by the Council on Family Health.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Consumer Education; *Drug Use; *Geriatrics; *Health Promotion; Interaction; Older Adults; *Patient Education; Pharmacists; *Physician Patient Relationship
IDENTIFIERS- *Medications

Most people over 65 take many prescription and nonprescription medicines. Because the body is changing and more medicines are taken, many older adults experience harmful reactions to the medicines they take. This booklet, written in both English and Spanish (on facing pages), was developed to help older adults learn more about medicines, recognize problems associated with taking medicines, and learn to work with health professionals to ensure that medicines are working properly. Several topics are covered under the following headings: (1) "Medicines and Their Effects" (discusses medicines and their interactions, medicine-medicine interaction, medicine-food interaction, medicine-alcohol interaction, and side effects); (2) "When You teachers. The present report includes a summary of the data from 1991 graduates (N=320) surveyed in May 1992. Survey questionnaires were returned by 139 (45%) of the graduates. Following a brief review of the methodology, the report is organized as follows: (1) employment and work settings of graduates; (2) students' perceptions of their knowledge and skills; (3) students' perceptions of the quality of the programs; (4) students' perceptions of valuable and influential experiences; and (5) students' perceptions of how teacher education programs might be improved. The text closes with a summary that brings together information from throughout the report. Several themes relevant to improving teacher education emerged from the data including: multiculturalism, mainstreaming, technology, relating knowledge to practice, and classroom management. An appendix provides a copy of the survey instrument. (LL)

ED 364 536 SP 034 904

Allen, Michael G.; Sheppard, Ronnie L.
Teacher Advisory Programs in Georgia: A Handbook of Ideas and Activities.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; Elementary School Students; Elementary School Teachers; *Group Guidance; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Activities; *Middle Schools; Program Design; Program Development; Program Implementation; *School Counseling; Secondary School Teachers; Student Attitudes; Student Behavior; *Teacher Student Relationship; Teaching Models
IDENTIFIERS- Advisory Approach; Georgia; *Teacher Advisors

An important component of sound middle school education is a commitment to providing coordinated advising and counseling services in the school setting. This handbook describes how middle school professionals can develop small group advisory support for each student. Known variously as home-base, advisor-advisee, or teacher advisory (TA) programs, the concept is designed to lend concrete support to students experiencing the changes inherent in early adolescence. The publication, organized into four sections, provides a description of the TA process. Section 1 "A Georgia Model of Teacher Advisory Programs" discusses the characteristics of TA programs focusing on the following topics: (1) why have a TA program? (2) what are the goals of TA programs? (3) how are TA groups formed? (4) when do TA groups meet? (5) where do TA groups meet? (6) how do TA groups get started? (7) what does the teacher advisor really do? (8) what results accrue from TA programs? and (9) the do's and don'ts of TA programs. Section 2 "Teacher Advisory Programs in Georgia" presents concrete examples of activities and ideas from the field; section 3 offers resources for TA programs; section 4 requests teacher's ideas for future TA program guides. An appendix lists schools that contributed advisory program ideas. (LL)

ED 364 537 SP 034 906

Grossman, Herbert
Professors' Preferences for Classroom/Behavior Management Techniques: Consensus and Ethnic, Gender, Socioeconomic Class,

Prevention; Dropout Programs; Dropout Research; Elementary School Teachers; Elementary Secondary Education; *Formative Evaluation; Interviews; *Mail Surveys; Program Effectiveness; Program Evaluation; Program Improvement; Qualitative Research; *Research Methodology; School Districts; Secondary School Teachers; Test Construction
IDENTIFIERS- Administrator Surveys; *Leon County School District FL; *Problem Identification; Teacher Surveys

Results of a process evaluation of dropout prevention programs in the Leon County (Florida) School District during the school year 1989-90 are presented. Altogether, 11 dropout programs were operationalized in that school year. The methodology used for developing a problem and benefit survey among teachers and administrators, the results of the evaluation, and recommendations for program improvement are presented. In all, these programs served 1,900 students during the school year. All of the programs met criteria established by the school district, and featured small classes, a variety of instructional approaches, and close teacher contact with students and parents. Development of the survey began with identification of areas of concern through 38 qualitative interviews with teachers and administrators. The instrument, which consisted of 43 statements in 8 problem areas, was sent to 118 teachers and 32 administrators, with responses from 70 teachers and 23 program administrators. Teachers saw more serious problems than did administrators, but all respondents indicated that small class size and the opportunity for personal counseling were the main benefits of the programs. An appendix summarizes the perceptions of respondents. One figure and six tables present study findings. (Contains 13 references.) (SLD)

ED 364 555 TM 020 702

Southard, Margarida F.
Process Evaluation in Dropout Prevention Programs: Detecting and Predicting Problems and Benefits through the Use of Problem Survey.
PUB DATE- Oct 90
NOTE- 44p.; Paper presented at the Annual Meeting of the American Evaluation Association (Washington, DC, October 18-20, 1990). For a related document, see TM 020 701.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Problems; Administrators; *Dropout Prevention; Dropout Programs; Dropout Research; Elementary School Teachers; Elementary Secondary Education; *Formative Evaluation; Interviews; *Mail Surveys; Program Evaluation; Program Improvement; Qualitative Research; *Research Methodology; School Districts; Secondary School Teachers; Test Construction
IDENTIFIERS- Administrator Surveys; *Leon County School District FL; *Problem Identification; Teacher Surveys

Results of a process evaluation of dropout prevention programs in the Leon County (Florida) school district during the school year 1989-90 are presented. Altogether, 11 dropout programs were operationalized in that school year. The methodology used for developing a problem survey among teachers and administrators, the results of the evaluation, and recommendations for program improvement are presented. In all, these programs served 1,900 students during the school year. All of the programs met criteria established by the school

Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Equations (Mathematics); Estimation (Mathematics); Evaluators; *Generalizability Theory; Item Response Theory; *Mathematical Models; *Measurement Techniques; *Scores; *Test Reliability
IDENTIFIERS- *Many Faceted Rasch Model; *Rasch Model

Generalizability theory (G-theory) and many-facet Rasch measurement (Rasch) manage the variability inherent when raters rate examinees on test items. The purpose of G-theory is to estimate test reliability in a raw score metric. Unadjusted examinee raw scores are reported as measures. A variance component is estimated for the examinee distribution. Other variance components, due to item and rater distributions, interaction effects and random noise, are accumulated as examinee score error. Rasch computes a measure for each examinee, adjusted for the particular items and raters met by that examinee, that is more fair than the raw score. Rasch test reliability is higher than G-theory reliability because Rasch error variance excludes item and judge variance. (Contains 4 references.) (Author)

ED 364 574 TM 020 794

Linacre, John Michael; Wright, Benjamin D.
Constructing Linear Measures from Counts of Qualitative Observations.
PUB DATE- 93
NOTE- 9p.; Paper presented at the International Conference on Bibliometrics, Informetrics and Scientometrics (4th, Berlin, Germany, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computation; Data Collection; *Goodness of Fit; Item Response Theory; Measurement Techniques; Models; *Qualitative Research; Quality Control; *Rating Scales; Research Methodology; *Test Construction
IDENTIFIERS- Empirical Research; *Linear Relationships; Ordinal Position; *Rasch Model

Disorder and linearity are essential to science, but empirically derived laws indicate that counts do reflect underlying structure and can support inference. Starting from the premise that a linear structure underlies data, G. Rasch deduced that the necessary and sufficient mechanism to convert from counts to linear measures is the logistic ogive. Because linearity, and not mere numerosity, is what nearly all widely used statistical procedures assume of their data, Rasch theory enables the construction of linear measures from ordinal counts. Three variants of the Rasch model are presented for the following items: (1) dichotomies; (2) Poisson counts; and (3) rating scales. The need for data to cooperate in the construction of measures motivates the assessment and selection of useful data by means of quality control fit statistics. Rasch measurement is successfully used in many fields where it aids research by building a firm and level foundation from necessarily uncertain and uneven counts. (Contains 16 references.) (Author/SLD)

The goals of education for the next century require a new conception of accountability, one that seeks to create responsible and responsive schools. This volume tries to outline such a conception of learner-centered accountability, and show how it looks in action in real schools. The first chapter provides a conceptual overview of a learner-centered model of accountability, and the following chapters describe how features of this model look in operation in four urban schools, two elementary schools and two secondary schools in New York City, that are extraordinarily successful with students. The following chapters are summaries of more extensive cases to be published under separate cover: (1) "Accountability and the Changing Context of Teaching" (Linda Darling-Hammond and Jon Snyder); (2) "Learner-Centered Accountability in Action: The Brooklyn New School" (Jon Snyder and Linda Darling-Hammond); (3) "Professional Accountability in the Bronx New School" (Maritza B. Macdonald and Jon Snyder); (4) "The Development of Authentic Assessment at Central Park East Secondary School" (Jacqueline Ancess, Linda Darling-Hammond, and Lynne Einbender); and (5) "Restructuring for Learner-Centered Accountability at University Heights High School" (A. Lin Goodwin). (Contains 66 references.) (SLD)

ED 364 593   TM 020 837

Galarza-Hernandez, Aitza
What Is the Probability of Rejecting the Null Hypothesis?: Statistical Power in Research.
PUB DATE- Nov 93
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; Editors; *Estimation (Mathematics); Hypothesis Testing; Literature Reviews; *Probability; Research Design; *Research Methodology; Scholarly Journals; *Statistical Significance
IDENTIFIERS- *Null Hypothesis; *Power (Statistics)

Power refers to the probability that a statistical test will yield statistically significant results. In spite of the close relationship between power and statistical significance, there is a consistent overemphasis in the literature on statistical significance. This paper discusses statistical significance and its limitations and also includes a discussion of statistical power in the behavioral sciences. Finally, some recommendations to increase power are provided, focusing on the necessity of paying more attention to power issues. Changing editorial policies and practices so that editors ask authors to estimate the power of their tests is a useful way to improve the situation. Planning research to consider power is another way to ensure that the question of the probability of rejecting the null hypothesis is answered correctly. Four tables and two figures illustrate the discussion. (Contains 28 references.) (SLD)

ED 364 594   TM 020 839

Building a School Profile: The QPA Needs Assessment Process.
PUB DATE- Mar 92
NOTE- 40p.
LANGUAGE- English

ED 364 614   UD 029 578

Hubbert, Elice D., Ed.; Peck, Magda G., Ed.
What Works II: 1992 Urban MCH Programs. Focus on Immunization.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 93
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Child Health; Delivery Systems; *Family Programs; Financial Support; *Immunization Programs; Mothers; Private Sector; Program Descriptions; Program Evaluation; Public Health; Public Sector; Research Methodology; Surveys; Urban Problems; *Urban Programs; Urban Youth; *Young Children

In 1992 CityMatCH, a national organization of urban maternal and child health programs and leaders, initiated a survey of programs to serve as an information resource for urban public health practitioners. This report updates previous data, presents baseline information on maternal and child health (MCH) programs in urban health departments serving areas with populations under 200,000, and provides comprehensive information on childhood immunization in urban communities. Section 1 describes the survey and technical issues, with an overview of findings on urban MCH programs. Section 2 contains descriptions of self-reported successful urban health department immunization initiatives. Section 3 contains contact information for major urban MCH programs, as well as key survey findings and recommendations. Leadership of urban MCH programs continues to change from year to year, but organizations remain fairly stable. State and local funds support the majority of MCH programs. About half of American's urban children are estimated to be fully immunized at 24 months of age, with 94 percent immunized at school entry. Over 75 percent of responding urban health departments reported experiencing a shift from private to public sectors in the delivery of immunization services. Seven tables and three figures illustrate the discussion. Appendixes contain the survey instrument and a list of surveyed health departments. (SLD)

ED 364 615   UD 029 587

Roberts, Patricia L.; Cecil, Nancy Lee
Developing Multicultural Awareness through Children's Literature: A Guide for Teachers and Librarians, Grades K-8.
PUB DATE- 93
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; Annotated Bibliographies; Asian Americans; Attitude Change; Black Culture; Books; *Childrens Literature; *Cultural Awareness; Cultural Pluralism; Elementary Education; *Ethnic Stereotypes; *Heritage Education; Hispanic American Culture; *Instructional Materials; *Multicultural Education; Racial Attitudes; Student Attitudes; Teaching Guides

Going Public: Schooling for a Diverse Democracy.
PUB DATE- Feb 94
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Course Content; *Cultural Awareness; Cultural Differences; Curriculum Development; *Democracy; *Educational Change; Educational History; Elementary Secondary Education; Language Arts; *Multicultural Education; *Public Schools; Teaching Methods; United States History; Values
IDENTIFIERS- Diversity (Groups)

Questions of what to teach and what ought to be taught in the public schools are explored. Before addressing the current controversy about content in education, it is important to know as precisely as possible what has actually been taught and whether the teachings have been effective. The content of school history, literature, and language is examined as these subjects developed from the beginnings of public schools in America to the present. Public education as it stands today is the product of happenstance rather than an unassailable ideal Platonic creation. An overview is provided of the debate over multicultural education, with a look at its canon, the call for a return to basics, and the politics of inclusion. Respecting the cultures of students of all kinds has profound implications for curriculum and instruction. Fully educating the poorest students will require building downward from a set of broadly conceived community values and upward from texts and visions of these ideals. (Contains 340 references.) (SLD)

ED 364 634   UD 029 615

Crosby, Margaree S.; Owens, Emma M.
An Assessment of Principal Attitudes toward Ability Grouping in the Public Schools of South Carolina.
SPONS. AGENCY- Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.
PUB DATE- Jun 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Grouping; *Administrator Attitudes; Blacks; Educational Attitudes; Educational Discrimination; Elementary Secondary Education; Ethnic Groups; *Minority Group Children; *Principals; *Public Schools; Racial Composition; Racial Differences; Sex Differences; Teacher Expectations of Students; Teaching Experience; *Track System (Education); Whites
IDENTIFIERS- *South Carolina

The attitudes of principals toward ability grouping in the public schools of South Carolina were studied, emphasizing the degree to which principals feel that ability grouping contributes to the quality of education. Also examined were differences in attitudes of elementary school and secondary school principals (black and white, male and female, and experienced and inexperienced), and the contribution of the majority population of the school toward principal attitude. All principals in South Carolina public schools were asked to complete a questionnaire, and 514 replied. Data were analyzed by measures of central tendency, Pearson product-moment correlation, and chi square. Results indicate that principal attitudes cannot be construed as supporting ability grouping, and that there were notetaking practices. Based on observations and research, several guidelines to lecturers concerning the facilitating of student notetaking are provided. The guidelines include the allowance of tape recorders in the classroom, instructing students on notetaking for lectures, making clear the organizing principle(s) of the lecture, and using verbal "signposts" in the lecture to provide cues as to when something important is being presented. It is argued that when the instructor takes time to assure the completeness of student notetaking, the ability of students to acquire classroom material goes up, thus helping them to learn more effectively. (Contains 21 references.) (GLR)

ED 364 180 HE 026 984

Pollio, Howard R.
Hermes in the Classroom: Interpreting What Expert College Lecturers Say about Teaching.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiotape Recordings; *Classroom Communication; *College Faculty; Higher Education; Interviews; *Lecture Method; *Professors; Teacher Attitudes; Teacher Characteristics; Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; Undergraduate Study

This pamphlet explores the results of a study concerning what expert lecturers are aware of during their lectures. Results of interviews with seven college lecturers, recipients of university teaching awards, are reported, as are summary evaluations of each professor's classroom where an audio tape was made of that day's lecture. Each evaluation is described in terms of salient themes and compared to all remaining interviews to determine whether similar themes appeared across protocols. Five themes are discussed: (1) connection, relevance/isolation, irrelevance; (2) excitement, interest/boredom, dullness; (3) continuity, flow/interruption, fragmentation; (4) clarity, precision/confusion, ambiguity; and (5) control, order/spontaneity, freedom. Each theme appears in all of the protocols produced and excerpts from each professor's interviews are provided for each theme. The pamphlet also examines, using the five themes as a background, how professors experience such aspects of teaching as questions, notetaking, jokes, and tests and grading. (GLR)

ED 364 181 HE 026 985

Kerr, Clark
Higher Education: Doing So Well; Feeling So Bad. Issues in Higher Education, Number 26.
PUB DATE- 93
NOTE- 14p.; Speech delivered at a Meeting of the Southern Regional Education Board (Boca Raton, FL, June 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; College Faculty; Educational Facilities; Faculty Workload; Financial Problems; *Government School Relationship; *Higher Education; Leadership; *Productivity; *Resource Allocation; Retrenchment; Teacher Shortage; Teaching

Group at Vanderbilt University); (2) Instructional Technology Perspectives, including "An Instructional Designer's View of Constructivism" (Walter Dick) and "Constructivism and Instructional Design" (M. David Merrill); (3) Clarifying the Relationship, including "Some Thoughts about Constructivism and Instructional Design" (Cognition and Technology Group at Vanderbilt University), "Knowledge Representation, Content Specification, and the Development of Skill in Situation Specific Knowledge Assembly: Some Constructivist Issues as They Relate to Cognitive Flexibility Theory and Hypertext" (Rand J. Spiro, Paul J. Feltovich, Michael J. Jacobson, and Richard L. Coulson), "Attempting to Come to Grips with Alternative Perspectives" (Thomas M. Duffy and Anne K. Bednar), "Evaluating Constructivist Learning" (David H. Jonassen), "Reflections on the Implications of Constructivism for Educational Technology" (Charles M. Reigluth), "In Defense of Extremism" (Donald J. Cunningham), and "What Constructivism Demands of the Learner" (David N. Perkins); (4) Reflections on the Conversation, including "Constructing Constructivism" (Catherine Fosnot), "The Assumptions of Constructivism and Instructional Design" (William Winn), "Constructive Criticisms" (Brockenbrough S. Allen), and "An Eclectic Examination of Some Issues in the Constructivist-ISD Controversy" (Sigmund Tobias). Author and subject indexes are included. Contains 345 references. (KRN)

ED 364 199 IR 016 283

Lajoie, Susanne P., Ed.; Derry, Sharon J., Ed.
Computers as Cognitive Tools.
PUB DATE- 93
NOTE- 401p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Artificial Intelligence; Biology; *Cognitive Processes; *Computer Assisted Instruction; Cooperative Learning; *Educational Technology; Exploratory Behavior; Feedback; Futures (of Society); Geometry; *Learning; Learning Theories; Models; Problem Solving; Tutors; Writing (Composition)
IDENTIFIERS- Challenge; Coaching; Examples; Intelligent Tutoring Systems; *Learning Environments

This book provides exemplars of the types of computer-based learning environments represented by the theoretical camps within the field and the practical applications of the theories. The contributors discuss a variety of computer applications to learning, ranging from school-related topics such as geometry, algebra, biology, history, physics, and writing, to the more technical domains of electronics and avionics. The following papers are included: (1) "Reifying Implicit Planning in Geometry: Guidelines for Model-Based Intelligent Tutoring System Design" (Kenneth R. Koedinger and John R. Anderson); (2) "A Comparison of Learning Environments: All that Glitters..." (Valerie J. Shute); (3) "Motivational Techniques of Expert Human Tutors: Lessons for the Design of Computer-Based Tutors" (Mark R. Lepper, Maria Woolverton, Donna L. Mumme, and Jean-Luc Gurtner); (4) "Local Cognitive Modeling of Problem-Solving Behavior: An Application of Fuzzy Theory" (Sharon J. Derry and Lois W. Hawkes); (5) "Tutoring Systems and Pedagogical Theory: Representational Tools for Understanding, Planning, and Reflection in Problem Solving" (Kurt Reusser); (6) "On the Nature of Pedagogic Computer Tools: The Case of the Writing Partner" (Gavriel Salomon); (7) "Authors of Knowledge: Patterns of Hypermedia Design" (Richard Lehrer); (8) "Constructing a Joint Problem Space: The Computer as a Tool for

*Curriculum Enrichment; Educational Change; Educational Innovation; *Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Information Technology; Teaching Methods
IDENTIFIERS- Canada; Israel; Netherlands; Rumania; United Kingdom; United States

Technology enriched school projects are initiatives in real school settings that try to reduce or remove problems and constraints that hamper the effective use of computers in the schools. These projects are based, not on technology, but on educational need and vision. They examine the atmosphere and functioning of a school that uses technology for change and stimulation. The following case studies from technology enriched schools are presented: (1) "Mount Newton: A Technology-Enriched Middle School" (Keven Elder); (2) "California Model Technology Schools: The Monterey Perspective" (Kam Matray); (3) "Apple Classroom of Tomorrow: West High School" (Robert Howard and Jane Pratt); (4) "Technology-Enriched Schools in the Netherlands" (Jef Moonen and Jos Beishuizen); (5) "An Information Technology School Project in Romania" (Ion Diamandi); (6) "Computerization of an Israeli School System: Project Comptown" (Elad Peled, Zimra Peled, and Gad Alexander); (7) "School of the Future Project at F. M. Black Middle School" (Richard A. Smith and Anthony Sassi); (8) "The Quinte Lighthouse Project" (Robert Holt); and (9) "Netherhall School: Building for the Future on the Experience of the Past" (Alastair J. Wells). Synthesis and reflections are provided by the editors in "Summarizing the Case Studies of Technology-Enriched Schools" and "Reflections on Technology-Enriched Schools." Five appendixes summarize details about the projects. (Contains 33 references.) (SLD)

ED 364 219   IR 016 397

Tkal, Lucy
Technology Survey Report. Occasional Papers 2.
PUB DATE- 92
NOTE- 76p.; A product of the Open Training & Education Network.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audio Equipment; *Computer Assisted Instruction; *Cost Estimates; *Delivery Systems; *Distance Education; *Educational Technology; Educational Television; Elementary Secondary Education; Facsimile Transmission; Foreign Countries; National Surveys; Open Education; Program Evaluation; Surveys; Technological Advancement; *Telecommunications; Teleconferencing
IDENTIFIERS- Audiographics; *Australia; Computer Mediated Communication; Video Technology

This technology survey provides an overview of the educational technology options specifically available in the distance education and open learning arena. It examines technological options and their delivery modes in the context of each application. For each option, a definition is provided. Costs are estimated for each application; and advantages, disadvantages, and availability in Australia are sketched. The following technologies are explored: (1) facsimile transmission; (2) computer mediated communication; (3) audio; (4) audiographic; (5) computer assisted instruction; (6) videoconferencing; and (7) television and teleconferencing. The review of available applications makes it apparent that many organizations in Australia have dabbled in the area of educational technology, but few have evaluated the options research on effectiveness. Research findings from the dissertations are grouped under the following headings: resource center program, professional staffing, learning resources, administration, school and district leadership and support. In the second section, almost 600 doctoral dissertations, most dating from 1970 to the present, are listed, each accompanied by a one-paragraph annotation. The dissertations focus on resource centers or district support services and leadership. Generally the dissertations deal with one or more of the library media specialist's nine areas of competence: administration of the center and program; selection of learning resources; acquisition, organization, and circulation of learning resources; reading, listening, and viewing guidance; design and production of learning resources; information and reference services; promotion of the effective use of learning resources and services; cooperative program planning and teaching; and professionalism and leadership. Author, geographic, and topic indexes are provided, and information on ordering is provided. (KRN)

ED 364 238 IR 054 726

Fraase, Michael
The Mac Internet Tour Guide: Cruising the Internet the Easy Way. First Edition.
PUB DATE- 93
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Software; *Electronic Mail; *Gateway Systems; Glossaries; *Information Retrieval; *Menu Driven Software; Microcomputers; Online Searching
IDENTIFIERS- *Apple MacIntosh; File Transfer Protocol; Internet; Vendors

Published exclusively for MacIntosh computer users, this guide provides an overview of Internet resources for new and experienced users. E-mail, file transfer, and decompression software used to access the resources are included on a 800k, 3.5 inch disk. The following chapters are included: (1) "What Is the Internet" covers finding your way around, benefits for the average user, a general overview and history of the Internet, and the future of the Internet; (2) "Getting Connected" covers where to sign up, types of connections, service providers, and resource requirements; (3) "Network Infrastructure" covers network addresses and being a good Internet citizen; (4) "Electronic Mail" covers sending e-mail to various services, using Eudora, using TCP/Connect II, finding addresses, mailing lists, and attached files; (5) "Network News and Newsgroups" covers newsgroup etiquette, selecting a news reader, and reading, posting, and replying to articles; (6) "Transferring Files" covers FTP, software resources, file types, viruses, and using TCP/Connect II; (7) "Using Gopher" covers advantages over FTP, using TurboGopher, Gopher servers, and tips; and (8) "Other Internet Resources" covers Knowbots, Netfind, Finger, WAIS, World Wide Web (WWW), Archie, RFCs, FAQs, and Internet organizations. The text is illustrated with screen displays, specific information, and examples. Information on electronic updates to the book and a glossary are appended. (Contains 23 references.) (KRN)

ED 364 239 IR 054 727

an appendix. (SLD)

ED 364 259 IR 054 781

ERIC: In Action. Videocassette.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Bibliographic Databases; *Database Producers; Electronic Mail; Indexes; *Information Centers; *Information Dissemination; Information Networks; Information Retrieval; National Programs
IDENTIFIERS- AskERIC; *Educational Information; *ERIC; Internet

This 15-minute videotape introduces viewers to ERIC and emphasizes ERIC's connection to the electronic information highway. Topics covered include (1) the basic structure of the ERIC system, including the 16 subject-specialized clearinghouses; (2) benefits offered, including publications, the ERIC database, information quality, and the ERIC Partners Program (i.e., arrangements through which national and international organizations work with ERIC to serve common audiences); (3) the key features of the ERIC database entries, including indexing, availability information, and abstracts; (4) and the means by which users can obtain the articles and documents announced in the database, including the ERIC microfiche collection, the ERIC Document Reproduction Service, library journal collections, and interlibrary loan. The AskERIC service, an Internet-based reference service that began in 1992 as a special project of the ERIC Clearinghouse on Information & Technology, is highlighted; and Access ERIC, the component that provides centralized question-answering and referral for the ERIC system, is described. (KRN)

ED 364 260 IR 054 806

A Feel for Books. Book Discussions for Adult Developing Readers: A Resource Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Literacy; *Adult Reading Programs; Adults; Books; Library Services; *Literacy Education; *Program Development; Program Implementation; Public Libraries; *Resource Materials; *Tutoring
IDENTIFIERS- *Book Clubs; *District of Columbia Public Library

"A Feel for Books" is a book discussion series held for adult developing readers and their teachers and tutors. Students from various literacy programs serve as hosts for the five or six sessions held yearly, and project staff and tutors serve as facilitators. This resource book describes program activities and contains selected stories and facilitator questions to promote discussion. The discussion of program development begins with considering issues related to assessing needs and

DESCRIPTORS- *Administrative Change; *Administrative Organization; Administrator Characteristics; Adult Education; Apprenticeships; *Change Strategies; College Planning; Community Colleges; Decentralization; Educational Change; *Educational Legislation; *Educational Policy; Foreign Countries; Institutional Characteristics; Labor Force Development; Two Year Colleges; *Vocational Education
IDENTIFIERS- Friesland College (Netherlands); *Netherlands

Friesland College (FC) in the province of Friesland, the Netherlands, provides students with an array of vocational education, including full-time senior secondary vocational education in 3- or 4-year programs; 2-year programs of full-time short courses; and an apprenticeship system, in which students learn a trade at a company while attending the college part-time. The college also offers basic adult education, training for unemployed workers, and in-company training. FC is located in an agricultural province of roughly 600,000 people with the highest unemployment rate in the Netherlands. Other factors affecting the college are decreasing numbers of young people, a shortage of 60,000 people per year nationwide in clerical and technical fields, and a 30-40% college dropout rate. To address these issues and in preparation for new legislation on education and vocational training effective in 1996, the province has undertaken the "Veranderplan," or Change Program. The program is designed to transform FC from one large institution to a group, or "flotilla," of 17 smaller units in in following seven stages: (1) five separate vocational colleges and one apprenticeship college existing at the "point of departure" (1989-90); (2) merger into one college, FC (1990-91); (3) tentative, informal merger between FC, one college for general adult education, eight centers for basic education, and an institute for socio-cultural education (1991-92); (4) formal merger, creating a Regional Education Centre (1992-93); (5) internal merger, establishing 17 individual academic units (1993-94); (6) first evaluation and introduction of total quality management (1994-96); and (7) final evaluation of process and results in time to meet the legislative requirement (January 1, 1996). (PAA)

ED 364 277   JC 930 544

Vineyard, Edwin E.
The Pragmatic Presidency: Effective Leadership in the Two-Year College.
PUB DATE- 93
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrative Change; Administrative Organization; *Administrative Principles; Administrator Evaluation; *Administrator Qualifications; Administrator Role; Administrator Selection; Case Studies; *College Administration; College Governing Councils; College Planning; *College Presidents; Community Colleges; *Governance; Institutional Research; Policy Formation; Teacher Administrator Relationship; *Two Year Colleges

Written for community college presidents and others interested in community college leadership, this book provides a practical guide to the presidency based upon the author's extensive experience as a college president. The book is divided into

(1) the overall transfer rate was calculated as 30.3%; (2) students who intended to transfer when they first enrolled were more likely to transfer than students with other intents (78% versus 54%); (3) academic ability and performance affected transfer rates, with students attaining grade point averages (GPA's) above 2.00 transferring at a higher rate than those with GPA's below 2.00 (70% versus 40%); (4) students earning a degree at WRHC were more likely to transfer than those who did not (74% versus 59%); (5) students new to WRHC were more likely to transfer than those who transferred to WRHC; (6) more than three fourths of the former students were employed full-time, with two thirds working in a field at least somewhat related to their WRHC major; and (7) respondents generally were employed at the beginning professional skill level and earned an average of $30,000 per year. Extensive data tables and the survey instrument are included. (MAB)

ED 364 293 JC 940 010

Lucas, J.; Smith, Margaret
Follow-Up Studies of Former Secretarial Science Graduates. Volume XXII, No. 5.
PUB DATE- Nov 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; Education Work Relationship; *Graduate Surveys; Job Skills; *Office Occupations Education; Participant Satisfaction; *Program Evaluation; Salaries; *Secretaries; Self Evaluation (Groups); Student Attitudes; Two Year Colleges; Vocational Education; *Vocational Followup

In spring 1993, as part of the program review process at William Rainey Harper College (WRHC) in Palatine, Illinois, surveys were sent to former students in the college's Secretarial Science programs who had attended WRHC during the previous five years. Surveys were sent to 102 executive secretaries (ES's), 57 legal secretaries (LS's), 200 certified professional secretaries (CPS's), and 213 former students who had attended lower level secretarial courses. Target group categories were determined by former students' majors, and by the courses they had taken. Among these four groups, usable surveys were returned by 44, 28, 84, and 84 former students respectively, for response rates of 43.1%, 49.1%, 42%, and 39.4%. Study findings included the following: (1) among ES's, 72% were working full-time and 85% were working in a field closely related to an ES; (2) among LS's, 93% were working full-time and 72% were working in a field closely related to LS; (3) for both ES's and LS's, starting salaries were about $18,000 per year, while current salaries were around $25,500; (4) in general, both ES's and LS's indicated that their preparation matched the frequency with which they performed certain skills; (5) among CPS's, 56% had completed all six courses in the series, and more than half passed state exams after one or two attempts; (6) 80% of CPS's preferred WRHC's present pass/fail option; and (7) among students who had taken lower-level secretarial courses, 47% indicated they needed new skills to re-enter the workforce. Tabulated responses for all surveyed groups and the survey instruments are included. (PAA)

ED 364 294 JC 940 011

general disability support programs; (2) programs for specific disabilities--programs for the deaf, developmental disabilities program, head injuries programs, learning disabilities programs, psychiatric disorders program, visual impairment/hearing impairment program; (3) career preparation/vocational training; (4) partnerships/community resources; (5) technology; and (6) other disability support programs--administrative structure, administrative technology, extracurricular activities, fund-raising, wellness program. Each description includes information about the college, a program summary, resource requirements, key factors in success, community partners, awards and honors, and sources of funding. (MAB)

ED 364 310   PS 021 483

National Directory of Early Childhood Training Programs in Postsecondary Institutions.
PUB DATE- 89
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Early Childhood Education; Higher Education; Postsecondary Education; *Professional Education; *Teacher Education Programs

This directory is a resource guide to early childhood education training programs in postsecondary institutions operating in the United States, Guam, Puerto Rico, and the Virgin Islands. Included in this directory is information on approximately 1,500 universities, two- and four-year colleges, technical institutes, and occupationally oriented vocational schools. The information in each entry varies and is dependent on the institution's response to the survey of early childhood professional preparation programs. The minimum entry contains the name and address of the institution, while the most comprehensive entry contains the institutional name and address, program name, degrees offered, contact person's name and telephone number, the number of credits or courses required for the degrees, the system (semester or quarter), and the required field work hours. The directory is organized alphabetically by state or territory, and within each state, cities are listed in alphabetical order. Colleges within the same city are listed in alphabetical order. (SM)

ED 364 311   PS 021 520

Phillips, Carol Brunson
Field Advisor's Guide for the CDA Professional Preparation Program: A Companion to ESSENTIALS for Child Development Associates Working with Young Children.
PUB DATE- 91
NOTE- 206p.; For a related document, see PS 021 521.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Early Childhood Education; *Field Experience Programs; *Field Instruction; *Preschool Teachers; Professional Development; Student Educational Objectives; *Student Evaluation; *Teacher Education
IDENTIFIERS- CDA; CDA Credential; *Child Development Associate

This guide for field advisors, which is part of the training materials used in the Child Development Associate (CDA)

State Legislatures" (Eric Anderson). (TJQ)

ED 364 329 PS 021 850

Yawkey, Thomas D.
What Is New in Early Childhood Education: Do We Accept the Challenges?
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 32p.; Paper presented at the International Congress on Early Childhood Education (1st, Ponce, Puerto Rico, December 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Computer Assisted Instruction; Cooperative Learning; *Early Childhood Education; Educational Change; *Educational Trends; Experiential Learning; Parent Participation; Parents as Teachers; Peer Influence; Self Concept; *Teaching Methods; Thinking Skills

Several trends are significantly affecting the early childhood education field, with the major accomplishment of crystallizing the scope of early childhood education as birth through 8 years of age. These trends and innovations include the following: (1) restructuring early childhood education programs, by introducing formal schooling, decentralizing schools, developing extended-day programs, and certifying early school teachers; (2) promoting positive self-concepts among children, through such programs as Project PIAGET (Promoting Intellectual Adaptation Given Experiential Transforming), a bilingual early childhood education program that employs social reinforcement for young children's actions, activities, modeling, playing, and imitating for a positive mosaic of self; (3) developing "thinking" skills and the attitudinal conditions (e.g., intellectual curiosity, objectivity, and open-mindedness) that promote skills such as focusing on a question, judging the credibility of a source, deducing and judging deductions, defining terms, and deciding on an action; (4) emphasizing active learning through involvement with physical objects and experiential social situations in such modes as play, imitation, two- and three-dimensional models, and onomatopoeia; (5) involving parents in their children's education by helping the parents understand their roles as their children's first teachers, understand school procedures, and develop positive attitudes toward school; (6) using computers; and (7) using peer groups as facilitators of learning. Individually and collectively, these trends present substantial challenges to early childhood teachers, administrators, parents, and children. (Contains 34 references.) (AC)

ED 364 330 PS 021 851

Greenlee, Annie R.; Ogletree, Earl J.
Teachers' Attitudes toward Student Discipline Problems and Classroom Management Strategies.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Caregivers; *Child Rearing; *Parent Education; *Parenting Skills; Parents; Parent School Relationship; Preschool Education; Preschool Teachers; Program Development; *Resource Materials; Staff Development
IDENTIFIERS- Project Head Start

Noting that parents are the prime educators and nurturers of their children, the Performance Standards for Head Start require staff to offer varied opportunities for parents to expand and enhance their role. This directory was developed for use as the first segment of an ongoing plan to assist local Head Start grantees in selecting the resources that will best prepare staff to work with parents. Use of this resource directory can expand staff development; enable staff to train parents effectively; offer families valuable resources which parents may not otherwise discover; and open the doors for parents to information sources for future use. Section 1 covers parenting education materials and lists sources of: (1) training materials designed to train staff and parents, such as curricula, guides, programs, and workshops; (2) books, booklets and other short pieces, magazines, and newsletters of interest to parents, including some listings primarily for staff use; and (3) audio-visual materials, such as audio tapes, broadcasts, videos, and films intended to stand alone without supporting manuals. Section 2 lists government agencies, associations, and organizations that offer materials about parenting or related concerns. Included in this section are sources of information on disabilities, health, and multicultural issues. Each entry in the directory includes a brief description with source address and phone number. (TJQ)

ED 364 349   PS 021 922

Anderson, Steve
School-Home Communications: A Qualitative Survey.
PUB DATE- Jun 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Elementary Education; *Information Needs; Middle Class; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Rating Scales; Upper Class

To gather information on parent preferences regarding the type of information communicated by schools to families, a survey was distributed to 444 middle and upper-middle class parents in Michigan. The survey divided techniques used by schools to communicate with the community into five categories: information about classroom curricula, student information, school activities, parent information, and administrative information. Parents were asked to rank each technique in order of importance and then to rank the five categories. Results of the study, based on responses from 114 families, included the following: (1) with respect to classroom curricula, the information identified as most important was a list of expected student outcomes for the year; (2) the student information rated most important was the extent of student progress, while comparison with other students was rated least important; (3) a calendar was considered the most important technique related to school activities; (4) with respect to parent information, how parents could help at home was the highest ranked technique; (5) for administrative information, notice of major policy ceremony, children, economy, education, history, lifestyle, and multicultural relations. The entries are annotated and may indicate running time, year, and producer. Topics include Native American artists, Captain Richard Pratt and the Carlyle School for Indians, famous events and people in Indian/American history, oral tradition, history and culture of various tribes, North American archeology, religion and spirituality, myths and legends, efforts of the Oneida to take control of their children's education, cultural preservation and transmission to the next generation, ceremonies and rites of passage, the role and relevance of education in northern Canada, the 1992 White House Conference on Indian Education, tribal economic development, the success story of a Tohono O'odham high school, the revival of traditional Indian education, and stories that transmit beliefs and values. Includes an order form and 1993-94 price list for sales and rental. (SV)

ED 364 368 RC 019 382

Stoops, Jack W.; Hull, Janis L.
Toward Integrated Family Services in Rural Settings: A Summary of Research and Practice. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; *Agency Cooperation; American Indians; Case Studies; Community Services; *Delivery Systems; Elementary Secondary Education; Family Programs; High Risk Students; Poverty; *Rural Areas; Rural Schools; *School Community Relationship; *Social Services
IDENTIFIERS- *Integrated Services

This report synthesizes research findings with observations of three Pacific Northwest sites attempting service integration in rural settings. At case-study sites in Washington and Oregon, rural schools, communities, and service providers collaborate to deliver services to students and community members suffering from high unemployment, alcohol and drug abuse, teen pregnancy, and increasing levels of physical and sexual child and spouse abuse. Four general areas of needs identified at the three sites were multiplicity of diverse needs, geographic access to services, increase of service coordination, and co-location of services. Some common aspects of program governance and operations were: (1) one organization or agency assuming leadership responsibility; (2) school district boards of directors' support of the schools' involvement in integrated service efforts; (3) comprehensive services targeting the needs of the whole family; (4) a preventive approach to service delivery; (5) a "one-stop shopping" model; (6) the active role of the school in collaborative efforts; and (7) development of an improved sense of community. Case-study sites implemented many practices consistent with recommendations found in the research and other literature. Two areas identified for possible improvement were prevention orientation and synergistic procedures and process among the agencies involved. Contains 33 references and 38 suggested readings. (KS)

ED 364 369 RC 019 386

Burch, Patricia

science, social studies, and vocational/practical arts. Each program area contains a description taken from the state accreditation manual; the rule outlining state requirements in that area; model goals that provide schools with some guidance in the development of effective programs; and expected learner outcomes at the primary, intermediate, and secondary levels. (SV)

ED 364 387 RC 019 409

Hankes, Judith Elaine
A Call for Collaborative Research To Investigate the "Indian Math" Problem.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Cognitive Style; Cultural Differences; Elementary Secondary Education; Geometry; *Learning Strategies; *Mathematics Achievement; Personal Narratives; Poverty; *Problem Solving; *Racial Differences; *Research Problems; Socioeconomic Status

Two studies appear to reach unsatisfactory conclusions regarding causes of low math achievement among American Indians. Leap (1988) studied math problem-solving strategies among low-math-achieving fourth- and fifth-grade Ute reservation students. He concluded that faulty or cumbersome problem-solving strategies were directly linked to Ute language and culture. However, Leap failed to compare his results to a national math assessment study that would have shown that Ute students are actually fairly strong in problem-solving skills. A second study by Witthuhn in 1984 investigated the relationship between socioeconomic status (SES) and math achievement. Although SES and ethnicity are significant predictors of math success, low-income Indian and Black students demonstrated an unpredicted strength in geometry. The study failed to investigate what it was about low SES communities of Blacks and American Indians that allowed them to develop superior geometric ability in spite of educational disadvantages due to poverty. The author's own experience as a child of an Indian father and Swedish mother living in poverty involved low math achievement, low self-esteem regarding math ability, and limited math exposure in the home. Negative school experiences exacerbated her low math achievement. There is a need for researchers to collaborate and develop a united front to pursue resolution of the "Indian mathematics problem." (KS)

ED 364 388 RC 019 410

McKearney, Scott J., Comp.
Rural Youth Employment. Rural Information Center Publication Series, No. 30. Revised Edition.
PUB DATE- Aug 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Annotated Bibliographies; Dropouts; *Education Work Relationship; *Federal Aid; *Organizations (Groups); *Private Financial Support; Resource Materials; Rural Education; *Rural Youth; Secondary Education; Secondary School

mathematics and the amount of student time spent on mathematics homework (4th grade) were found to be consistent between LCMS and NAEP. Inconsistencies were found in the amount of mathematics instructional time, the amount of student time spent on mathematics homework (8th grade), the use of calculators and computers in the mathematics classroom, and the mathematical activities occurring in the mathematics classroom (textbooks, worksheets, group vs. individual work, test-taking, reports, projects, and manipulatives). Other similar studies between public and private schools are recommended. (Contains 14 references.) (JAF)

ED 364 408 SE 053 832

Berg, Kathleen F.
Structured Cooperative Learning and Achievement in a High School Mathematics Class.
PUB DATE- Apr 93
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Cooperative Learning; Group Discussion; High Schools; High School Students; *Interpersonal Communication; *Learning Strategies; *Mathematics Achievement; Mathematics Instruction; Mathematics Teachers; Secondary School Mathematics; Small Group Instruction; *Student Behavior; Teaching Methods; Verbal Communication
IDENTIFIERS- *Dyadic Interaction Analysis

This study of college-bound 11th graders assessed the feasibility and effectiveness of instruction that used a structured cooperative learning technique. The students worked in dyads with scripts that contained two learning situations with two roles: (1) explainer and checker; and (2) solver and checker. Both students then worked on summary questions and homework. Verbal interaction influenced learning and appeared to be a mediator of the effects of student characteristics on achievement. Specifically, the study focused on two questions: (1) Can an effective program using dyadic studying techniques be designed for a high school course in higher mathematics; and (2) When high school students are trained to use a dyadic studying strategy for learning from their text, what is the nature of their verbal interaction and does this interaction change over time? Two groups were compared using the same texts, tests, and teacher. Both questions were answered affirmatively and supported statistically. The study concluded that: (1) students can be expected to respond positively to the experience and to work cooperatively and productively together; and (2) 94% of the time students had on-task interaction. Numerous tables contain specific statistical information. Contains 47 references. (GW)

ED 364 409 SE 053 833

Kirshner, David
The Structural Algebra Option: A Discussion Paper.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Education; High Schools; High School Students; Logical Thinking; *Mathematical Applications; *Mathematics Instruction; *Piagetian Theory; *Problem Solving; Secondary School Mathematics; *Word Problems (Mathematics)

The purpose of this study was to find out whether students perform differently on algebra word problems that have certain key context features and entail proportional reasoning, relative to their level of logical reasoning and their degree of field dependence/independence. Field-independent students tend to restructure and break stimuli into parts and to perceive details more readily than field-dependent students. The underlying theoretical view is that context may be an important factor in how students approach, analyze, and restructure word problems. The sample included university students (n=37) and secondary school students (n=193) from two large high schools in two cities. The Gottschaldt Hidden Figures Test was used to assess field dependence/independence. Selected items from the Equilibrium Balance Test were used to assess Piagetian stages of logical reasoning. A 2 x 3 MANOVA was used to analyze the effects of cognitive style (dependence, independence) and operativity (concrete, transitional, formal). Overall, field-independent subjects who were formal operational reasoners performed highest across all the problem features. The results supported the influence of cognitive style, together with cognitive development, in mediating a student's ability to solve algebra word problems. Contains 34 references and 2 test references. (Author/LDR)

ED 364 431 SE 053 963

Senechal, Lester

Perspectives for Computing in Mathematics. Technology in Higher Education: Current Reflections. Fifth in a Series.

PUB DATE- 91

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Calculators; *Calculus; *College Mathematics; *Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; *Educational Change; Higher Education; *Instructional Innovation; Mathematics Education; Mathematics Instruction; Teaching Methods

IDENTIFIERS- Computer Integrated Instruction

This document promotes a better awareness of available technological tools, their implementation, and their advantages and applications in teaching and learning mathematics. Principles for successful implementation are: (1) computation should be an integral part of instruction; (2) software and curriculum development should go hand-in-hand; (3) implementing computation without radically altering curriculum is possible (but not optimal) as long as principle number 1 is adhered to. Computers should be distributed across classrooms, and physical design of facilities is important. Calculus reform projects are cited as examples of how curricular changes can be brought about. The major outcome of a workshop entitled "Computers in the Mathematics Classroom" was that faculty are in great need of models for curriculum change and the improvement of teaching through the use of technology. Several mathematics software packages have "scripting" or "notebook" features which allow the teacher to alter the scripting to suit individual tastes and needs, allow students to work individually or in groups, and reduce the need for lecturing. The use of projection

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Dropout Prevention; Dropout Research; Grade 7; *High Risk Students; *Interdisciplinary Approach; Junior High Schools; Junior High School Students; Middle Schools; *Potential Dropouts; Socioeconomic Status; *Teacher Student Relationship; *Team Teaching
IDENTIFIERS- Belongingness; Middle School Students; Social Bonding

This document describes a study that examined several factors to determine their influence on student social bonding to school, to peers, and to teachers. The study focused on factors related to students' personal and social backgrounds, school organization, and students' relationships with teachers and peers. Specifically, the researchers sought to determine the extent to which particular demographic and organizational characteristics of middle level schools as well as demographic characteristics of middle level students influence student social bonding. Characteristics examined include the student's racial or ethnic group, socio-economic status (SES), and family composition, SES of the school, and the relationship of school organization (teamed and non-teamed) to student social bonding. The study was guided by four questions: (1) Does a student's ethnic group, family SES, and family composition have an effect on middle level student social bonding to peers, to teachers, and to school? (2) Does school organization (teachers and students organized into interdisciplinary teams or traditional nonteamed situations) affect student social bonding? (3) Is there an interaction between student characteristics associated with educational disadvantage and school organization (teamed or nonteamed)? and (4) Does the SES of the school affect the relationship between social bonding and the other explanatory factors? The study suggests that interdisciplinary teaming appears to have the strongest impact on student teacher relationships in low SES schools. Organizing teachers into interdisciplinary teams provides conditions that may reduce the alienation of teachers. Empowered, supported teachers are more likely to provide support for their students. (DK)

ED 364 457 SO 023 469

Mitchell, Ruth
A Prelude to Performance Assessment in the Arts: Towards Arts Assessment Project (TAAP). Pre-publication Draft.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- Jan 93
NOTE- 64p.; A Joint Project of the History-Social Science and Visual and Performing Arts Office and the Sacramento County Office of Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; *Art Education; Curriculum Development; Elementary Secondary Education; *Performance; *Performance Tests; *Student Evaluation; *Visual Arts
IDENTIFIERS- *California; Towards Arts Assessment Project

This document summarizes the work of participants in California's Towards Arts Assessment Project (TAAP). The project

Content; Criminals; *Discussion Groups; Ethical Instruction; Law Related Education; Leaders Guides; Political Issues; *Punishment; *Sentencing; *Social Problems
IDENTIFIERS- *Capital Punishment; *Study Circles

This program guide provides the information a study circle will need to discuss the death penalty. It offers a balanced, nonpartisan presentation of a spectrum of views. The four positions and the supporting material are designed for use in a single-session program of approximately 2 hours. The four positions are as follows: (1) the death penalty should be abolished because it is cruel and unusual; (2) the death penalty should be abolished because it is unjustly applied; (3) the death penalty should be retained because justice requires it; and (4) the death penalty should be retained and made easier to implement because it serves a useful purpose. Participant materials include a framework for discussion, the legal background, summary of the four positions, an examination of the positions with underlying principles and assumptions (rejoinders in italics), and background reading. The materials provided for the leader's use include suggestions for leading this discussion, suggested discussion questions, and general suggestions for leading a study circle. Other contents include suggestions for participants and a follow-up form. (YLB)

ED 364 479 SO 023 612

Niedergang, Mark; McCoy, Martha, Ed.
Revitalizing America's Economy for the 21st Century. Public Talk Series.
PUB DATE- May 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Discussion Groups; *Economic Development; *Economics; Federal Government; *Futures (of Society); Government Role; Group Discussion; Leaders Guides; Problem Solving; Public Affairs Education; Study Guides
IDENTIFIERS- Study Circles

This guide provides a framework for study circles to use in discussing how to strengthen the economy for the long run. The guide takes into account the current recession, but goes beyond it to focus on basic economic trends. Part 1 lays out four general views of the primary cause of problems in the U.S. economy: (1) the decline of the work ethic; (2) the shortsightedness of U.S. business; (3) the government's failure to maintain a strong economic foundation; and (4) the neglect of society's basic needs. These views are offered as starting points for a wide-ranging conversation, and for groups who are interested in involving themselves in the current political debate about the economy. Part 2 presents a variety of proposals for immediate steps the federal government could take to turn the economy around. The material is designed for use in one-to-two discussion sessions of 2 hours each. The guide also includes a glossary, suggestions for leading this discussion on the economy, guidelines for leading a study circles, suggestions for participants, and a follow-up form. (KC)

ED 364 480 SO 023 613

Pasquerella, Lynn

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Supervision (of Teachers); College School Cooperation; *Collegiality; *Cooperating Teachers; Elementary Secondary Education; Field Experience Programs; Higher Education; *Inservice Teacher Education; Practicum Supervision; Preservice Teacher Education; Seminars; Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Education Curriculum; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Teacher Development; Western New Mexico University

The clinical faculty role is a new role for supervising or cooperating teachers that has evolved in the Division of Teacher Education at Western New Mexico University, producing dramatic changes in the design of the student teaching field experience. Clinical faculty are master teachers who supervise student teachers during their field experiences. The university's staffing process changed in order to facilitate recruitment of qualified clinical faculty: (1) clinical faculty are paid $700 per semester per student teacher; (2) criteria for clinical faculty are collaboratively devised, in partnership with the public schools; and (3) clinical faculty are required to enroll in an instructional supervision seminar, "Collegial Coaching," a vital component of the clinical faculty program. During these seminars, clinical faculty members share strategies about teaching and learning and methods of collegial interaction with their students teachers. Coaching is also a critical element of the clinical faculty member's interaaction with student teachers. The conceptual foundation of the supervision program incorporates principles found in adult learning theory, reflective practice theory, and systems theory. (Contains 18 references.) (IAH)

ED 364 499 SP 034 621

Millstein, Susan G., Ed.; And Others
Promoting the Health of Adolescents: New Directions for the Twenty-First Century.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - General (020),Books (010)
DESCRIPTORS- Adolescent Development; *Adolescents; Cognitive Development; Cultural Differences; Health Education; *Health Promotion; *Mental Health; Mortality Rate; *Physical Health; Secondary Education; *Student Attitudes; *Student Behavior

The three parts of this book, "The Adolescent, Health, and Society," "Topical Areas for Promoting Health," and "The Future of Adolescent Health Promotion: Next Steps," offer a new framework for examining the status of adolescent health in the United States. Contributing authors have provided the following chapters: (1) "Adolescent Health Promotion: Rationale, Goals, and Objectives" (Susan G. Millstein, Anne C. Petersen, and Elena O. Nightingale); (2) "Adolescent Development: Health Risks and Opportunities for Health Promotion" (Lisa J. Crockett and Anne C. Petersen); (3) "The Influence of Economic Factors on Health-Related Behaviors in Adolescents" (Lorraine V. Klerman); (4) "Health Promotion for Minority Adolescents: Cultural Considerations" (Felton Earls); (5) "The Social World of Adolescents: Families, Peers, Schools, and the Community"

See Your Health Professional" (describes what doctors, pharmacists, and nurses must know about a patient, such as medical history, eating habits, or any problems associated with swallowing tablets, following medicine schedules, or telling medicines apart); (3) "Ask Your Health Professional" (suggests appropriate questions to ask pertaining to when and how to take medicines); (4) "Tips for the Consumer" (discusses prescription and over-the-counter medicines, how to save money, and how pharmacists can help); and (5) "Take Me with You" provides a detachable summary list of helpful tips and a blank chart for keeping track of medicines. (LL)

ED 364 518 SP 034 852

Guest, Linda Sand
Improving Teacher Preparation: What the Reform Reports Recommend.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- May 93
NOTE- 19p.; For a related document, see SP 034 853. Funding also received from Southwestern Bell Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; Literature Reviews; *Position Papers; *Program Improvement; Reports; *Schools of Education; *Teacher Education Programs
IDENTIFIERS- Academy for Educational Development; American Association of Colleges for Teacher Educ; Goodlad (John I); Holmes Group; National Commission on Excellence in Education; Project 30 (Teacher Education); *Reform Efforts

This publication reviews and examines similarities in the writings of major teacher education reform advocates, including John Goodlad, The Holmes Group, the National Commission on Excellence in Education, the American Association of Colleges for Teacher Education, and the Academy for Educational Development. Based upon a compendium of recurring themes, the report provides the following recommendations: (1) schools of education must model the good teaching that they advocate; (2) improvements in teacher training must reflect the teacher's need to understand the learner, the process of learning, the influence of culture upon learners, a strong underpinning of subject-area and pedagogical-content knowledge, and the ability to model critical thinking; (3) continued research into the practice of teaching is needed; (4) efforts must be made to strengthen and integrate the clinical experience of teachers; (5) schools of education need to regulate more stringently the selection of teacher education candidates and recruit underrepresented populations into teaching; and (6) improved teacher education should extend beyond the walls of the university, embracing collaboration with local schools, state policy makers, credentialing organizations, and others. (LL)

ED 364 519 SP 034 853

Frazier, Calvin M.
A Shared Vision: Policy Recommendations for Linking Teacher Education to School Reform.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Jul 93
NOTE- 38p.; For a related document, see SP 034 852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Field of Instruction Differences.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; College Faculty; Comparative Analysis; Education Courses; Elementary Secondary Education; Ethnicity; Higher Education; Individual Differences; Intellectual Disciplines; Measures (Individuals); *Participant Characteristics; *Problem Solving; Sex Differences; Socioeconomic Status; Special Education; *Teacher Attitudes; *Teacher Educators; *Teaching Styles
IDENTIFIERS- *Preference Data

The study described in this report was conducted to investigate possible differences in professors' preferences for classroom/behavior management techniques based on their gender, ethnicity, socioeconomic class, and field of instruction. In phase 1 of the study, professors (N=452) who taught classroom/behavior management to regular and/or special education trainees completed an instrument that included descriptions of 10 behavior/management problem situations and a set of alternative techniques for dealing with each of them. Subjects were asked to indicate the one or two alternatives they believed would be the most effective ways to handle each situation and to make whatever comments they wished. The results of phase 1 indicated that for specific situations professors tended to agree on technniques that were likely to be effective, but not on those that were the most effective. In phase 2, professors' preferences were organized into 13 categories, and the professors' selections were compared to their gender, ethnic background, socioeconomic background, and field of instruction. Results of the study indicated that a relationship existed between professors' gender, ethnic background, and field of instruction and their preferences for solutions to problems; however, the relationship between socioeconomic class background and their selections was very weak. An appendix lists alternative solutions included in each category. (Contains 26 references.) (LL)

ED 364 538 SP 034 907

Featherstone, Helen; And Others
Learning in Good Company: Report on a Pilot Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 25p.; For related document, see SP 034 908.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constructivism (Learning); Demonstration Programs; Education Courses; *Elementary School Mathematics; *Elementary School Teachers; Grade 3; Higher Education; *Interactive Video; *Learning Strategies; Methods Courses; Primary Education; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Reflective Practice; Teacher Researcher Relationship

This report describes the first year of an ongoing intervention study and the learning of a group of teachers who are working together to make changes in the ways they teach mathematics.

district, and featured small classes, a variety of instructional approaches, and close teacher contact with students and parents. Development of the survey began with identification of areas of concern through 38 qualitative interviews with teachers and administrators. The instrument, which consisted of 43 statements in 8 problem areas, was sent to 118 teachers and 32 administrators, with responses from 70 teachers and 23 program administrators. Teachers saw more serious problems than did administrators, but all respondents recognized the potential of the programs for dropout reduction. Five tables present study findings. (Contains 13 references.) (SLD)

ED 364 556 TM 020 703

Fleener, M. Jayne
Proportional Reasoning of Preservice Elementary Education Majors: An Epistemic Model of the Proportional Reasoning Construct.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Difficulty Level; *Education Majors; Elementary Education; *Epistemology; Higher Education; Interviews; Knowledge Level; Learning; Models; Preservice Teacher Education; Problem Solving; Regression (Statistics); Scoring; Teaching Methods; Test Items; *Thinking Skills
IDENTIFIERS- *Proportional Reasoning

Current research and learning theory suggest that a hierarchy of proportional reasoning exists that can be tested. Using G. Vergnaud's four complexity variables (structure, content, numerical characteristics, and presentation) and T. E. Kieren's model of rational number knowledge building, an epistemic model of proportional reasoning was constructed and tested with 1 male and 17 female preservice elementary education majors. A 12-item test of proportional reasoning was administered, followed by individual 30-minute interviews to probe general and specific reasoning and problem-solving approaches of students on a variety of proportional reasoning tasks. Data were collected in the fall of 1992. Item difficulty levels were calculated using a scoring rubric developed to take into account a variety of complexity and structural characteristics of the problems. Simple linear regression analysis revealed that the calculated scores did predict student performance with item difficulty accounting for approximately 30 percent of the variance of student performance on test items. Results support the model of a proportional reasoning construct consisting of levels of proportional reasoning and including contextual and problem features as relevant to success in performing proportional reasoning tasks. Understanding the levels of proportional reasoning may guide decisions concerning instructional sequencing and content. Seven figures are provided. (Contains 20 references.) (Author/SLD)

ED 364 557 TM 020 705

Narayanan, Pankaja; Swaminathan, H.
Performance of the Mantel-Haenszel and Simultaneous Item Bias Procedures for Detecting Differential Item Functioning. Laboratory of Psychometric and Evaluative Research Report No.

ED 364 575 TM 020 795

Kansas Quality Performance Accreditation: A Dynamic, Changing Plan for Living, Learning and Working in an International Community. Revised.
PUB DATE- Jul 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Accreditation (Institutions); Community Involvement; Curriculum Development; Educational Assessment; Educational Environment; Educational Improvement; Educational Planning; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; Institutional Characteristics; Outcomes of Education; *School Effectiveness; *State Programs; Student Evaluation
IDENTIFIERS- Kansas; *Performance Based Evaluation; Quality Performance Accreditation

The Kansas State Board of Education's Quality Performance Accreditation system is described. Unlike past accreditation methods, which focused on the facilities or institutional characteristics, Quality Performance Accreditation accredits schools based on student performance. Through the accreditation process, the state will establish the same high expectations for every school in Kansas. There are five basic principles: (1) focus on effective schools; (2) emphasis on creating a learning environment; (3) staff training and retraining; (4) emphasis on high academic performance; and (5) meeting world class standards using integrated curricular instruction. Because the Board of Education realizes that parents and the community know what addresses their own areas of concern, the accreditation process calls for numerous outcomes and indicators to be established locally. Cyclical steps to be followed by each district and school begin with a 4-year strategic plan and the development of a building profile. After the mission is established, student exit outcomes and school improvement plan outcomes are set. As the school improvement plan is implemented, evaluation is a necessary component. On-site visits by the state Quality Performance Accreditation Team in the second and fourth years of the process are an integral part of the accreditation process. (SLD)

ED 364 576 TM 020 797

Farr, Roger; Green, Beth
Indiana Performance Assessments '92. Final Report.
SPONS. AGENCY- Indiana State Commission for Higher Education, Indianapolis.; Indiana State Dept. of Employment and Training Services, Indianapolis.; Indiana Vocational Technical Coll., Indianapolis.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Sep 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Field Tests; Graphs; High Schools; *High School Students; Holistic Evaluation; *Mathematics Achievement; *Reading Achievement; Scoring; State Surveys; Student Attitudes; *Student Evaluation; Teacher Attitudes; Validity; *Writing Achievement

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Data Collection; Decision Making; Educational Change; *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; *Needs Assessment; *Profiles; Program Development; State Legislation; State Programs
IDENTIFIERS- *Kansas; *Quality Performance Accreditation; Stakeholder Evaluation

As Kansas schools have begun to work through the Quality Performance Accreditation (QPA) process, educators have asked for guidance and the establishment of some uniform parameters. This publication is one of the guides designed to lead schools through the school improvement process called for in the QPA. Creating a school profile is a way of organizing needs in order to make decisions about school improvement efforts. A flowchart depicts a series of steps involved in the profile development process. Efforts are organized into data collection, data organization, and data analysis steps. A key to a successful profile is understanding it not as a product, but as a process in which all stakeholders are involved. Seven appendixes contain the following: (1) a sample background narrative; (2) potential section 1 measures; (3) measures for section 2; (4) measures for section 3; (5) sample data displays; (6) disaggregation of data; and (7) bibliography and credits. (Contains 15 references.) (SLD)

ED 364 595 TM 020 842

Stephan, Roger; Ermatinger, Kathy
Profiles of Alaska's Public School Districts, Fiscal Year 1992.
PUB DATE- Mar 93
NOTE- 131p.; For the 1991 report, see ED 351 369.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Community Characteristics; Educational Finance; Elementary Secondary Education; Enrollment; *Profiles; *Public Schools; School Demography; School Districts; School District Spending; *School Statistics; *State Surveys; *Student Characteristics; Tables (Data); *Teacher Characteristics
IDENTIFIERS- *Alaska

This is the fourth annual publication of profiles of Alaska's public school districts as directed by the State Legislature. The profile format for the 54 school districts and the state total summary is a 2-page display of data grouped into the following 6 subject headings: (1) background; (2) operating revenues and expenditures; (3) funding community survey; (4) student characteristics; (5) staff ratios and statistics; and (6) staff and student demographics. Sections of the profile are enlarged and annotated to help the reader understand them. State figures indicate that statewide expenditures in Alaska total $839,974,371. The average daily student membership of 115,640.8 is served by a total instructional staff of 8,764.9. The state totals and 54 district profiles are presented in tabular form. (SLD)

ED 364 596 TM 020 844

Haydel, Juanita B.

IDENTIFIERS- *Diversity (Groups)

This book provides some helpful tools that will allow teachers to use children's literature as a vehicle for modifying cultural stereotypes. The sections contain short summaries of 239 carefully selected children's books, each of which features main characters who contribute to an understanding of one's cultural heritage and ways to modify a cultural stereotype. The characters in the books present a point of view to combat stereotyping. Summaries identify characters from different cultural backgrounds, their problems, and the resolutions. The summaries also indicate the grade level(s) (kindergarten through grade 3, and grade 4 through grade 8) for which each book would be most appropriate and are divided into the following subsections: (1) African American Heritage; (2) Asian American Heritage; (3) European American Heritage; (4) Latino American Heritage; and (5) Native American Heritage. The sections of the bibliography contain entries with examples of realistic/contemporary fiction, folk literature, historical fiction, and biography. Each book is followed by a target activity that can be used to help children internalize ways to modify cultural stereotypes. A final section in the book provides extended activities (mini-units) for a selected few of the children's literature titles summarized in the previous sections. (Contains an index.) (GLR)

ED 364 616 UD 029 588

Reinventing Chapter 1: Annual National Conference of State Chapter 1 Coordinators. Conference Presentations (September 20-23, 1993).
PUB DATE- 23 Sep 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educational Change; Educational Legislation; Educationally Disadvantaged; *Educational Planning; Educational Quality; Elementary Secondary Education; Equal Education; *Federal Programs; Homeless People; Policy Formation; *Program Development; Public Schools; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Reform Efforts

This document provides the individual and panel presentations for the Annual National Conference of State Chapter 1 Coordinators concerning Compensatory Education Programs. Presentations and their authors are as follows: (1) "Chapter 1 and School Reform: An Overview" (Richard W. Riley); (2) "Systemic Reform and Educational Opportunity" (Marshall S. Smith); (3) "How American Education Can Change under Our Proposal for ESEA" (Thomas W. Payzant); (4) "Ensuring High Quality Education for All Students" (Mary Jean LeTendre); (5) "Chapter 1: The National Association President's Perspective" (Ethel Lowry); (6) "Invest in People" (Anthony J. Alvarado); (7) "Chapter 1: The Council of Chief State School Officers Executive Director's Perspective" (Gordon M. Ambach); (8) "Connecting Chapter 1 with Reform Efforts: Lessons from the Principles of Quality Management" (Kenneth R. Freeston); (9) "Making Chapter 1 Work" (Augustus F. Hawkins); (10) "Reinventing Chapter 1/Leadership for Change: The Effective Schools Perspective" (Lawrence W. Lezotte); (11) "Educating the Disadvantaged: A Vision for Success" (George J. McKenna, III); (12) "National Community Service" (Terry Peterson); and (13) "Restructuring Chapter 1: The Impact of New Directions in Assessment and Standard no expressed differences for elementary school and secondary school principals. Years of experience, gender, race, and school composition do not affect principals' expressed attitudes. Principals generally express support for the statement that ability grouping is beneficial for minority students, but they also indicate that it often results in racially or ethnically identifiable tracks or groups, and that teacher expectations of poor or black students are often lower than those for other students. Thirteen tables present study findings. An appendix contains the survey form. (Contains 18 references.) (SLD)

ED 364 635 UD 029 616

Gilliam, Sonja Patrice
An Assessment of the Cross-Cultural Training Needs of South Carolina Counselors.
PUB DATE- 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Counselor Training; *Cross Cultural Studies; *Cultural Awareness; Cultural Differences; *Educational Needs; *Ethnic Groups; Hispanic Americans; Job Skills; Minority Groups; Needs Assessment; Racial Differences; Research Methodology; *School Counselors; Secondary Education
IDENTIFIERS- *South Carolina

A study is proposed to assess the extent of cross-cultural training of secondary school counselors in South Carolina and to assess the need for training as identified by practicing counselors. Chapter 1 introduces the problem and provides background, while Chapter 2 is a literature review. Chapter 3 describes the research methodology, and chapters 4 and 5 (not included) will present study findings and a summary. The increasing diversity of school populations makes it imperative that counselors be able to respond to students of different ethnic groups and cultural backgrounds. The literature review provides a framework for cross-cultural counseling, presenting theory and a review of the work of notable theorists, and a discussion of the characteristics of the following racial and ethnic groups; (1) Native Americans; (2) Black Americans; (3) Asian Americans; and (4) Hispanic Americans. Some existing programs for cross-cultural counselor training are reviewed. Participants in the study will be randomly selected secondary school counselors in South Carolina who will be asked to complete a 36-item questionnaire after it is pilot tested and revised as necessary. (SLD)

ED 364 636 UD 029 617

Hopson, Glover E.
A Study of Academic Performance and Retention of Minority Assistance Peer (MAP) Program Participants and Non-Participants at the University of South Carolina.
SPONS. AGENCY- Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.; South Carolina Commission on Higher Education, Columbia.
PUB DATE- 90
NOTE- 123p.; Ph.D. Dissertation, University of South Carolina.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

Load
IDENTIFIERS- *California

This speech examines the paradoxical issue of why, while higher education is making great strides and contributions, it is also in great peril, particularly concerning resource allocation and the more effective utilization of those resources. Included as evidence of higher education's contributions are greater access, greater outcomes in terms of graduate monetary gains, greater student satisfaction, a world dominance in research, and better contributions to the balance of trade. Despite these contributions, it is revealed that higher education, as mirrored in California, has problems. These problems include shrinking resources and budget cutting; productivity stagnation; more competition for state funding, such as for health care; shrinking numbers of faculty; and a deterioration in administrative leadership. It is argued that higher education needs to make greater efforts in addressing these issues directly to their state legislatures and to develop cooperative attitudes to problem solving. Specific areas needing to be addressed are teaching loads, the year-round utilization of facilities, curtailing administrative costs, using faculty more efficiently and economically in teaching duties, and eliminating duplication of campus programs. (GLR)

ED 364 182 HE 026 986

Swygert, H. Patrick, Ed.
Voices of Leadership: Essays on Challenges Facing Public Higher Education.
PUB DATE- 93
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Change Strategies; Colleges; Community Colleges; Cultural Pluralism; Educational Change; *Educational Quality; Educational Trends; Essays; Financial Problems; *Freedom of Speech; Futures (of Society); Higher Education; Labor Needs; *Leadership; *Public Colleges; *Relevance (Education); Retrenchment; Technological Advancement; Trend Analysis; Universities; Values
IDENTIFIERS- Diversity (Groups); *State University of New York

This book presents speeches given and articles written by State University of New York presidents concerning issues confronting public higher education in the State of New York today. Essays and speeches are categorized under the following topics: (1) the development of the State University of New York; (2) public higher education in society; (3) quality, access, diversity, and relevance; (4) financial constraints; (5) values and freedoms; and (6) the role of leadership. Essays and their authors are as follows: "The Founding of the State University of New York" (Sanford H. Levine); "History of the Community College" (Eduardo J. Marti); "The University: Image and Reality" (John H. Marburger III); "The Emerging Work Force and Community Colleges" (Joseph J. Bulmer); "Technology and the Human Condition" (James W. Hall); "NIMBY/NIMBY Revisited" (John O. Hunter); "Issues of Optometric Ethics for the '90s" (Alden N. Haffner); "Colleges, Cities, Cultures, Changes" (Alice Chandler); "Equality and Quality: The Dilemma of American Democracy" (Joseph C. Burke); "A Noble Endeavor" (Daniel T. Hayes); "Moving the Institution into the 21st Century" (Joseph N. Hankin); "Women, Leadership, and the Academy: Anecdotes and Observations" (Carol C. Harter); "Diversity and Community" (Frank G. Pogue); "Facing Financial Challenges" (Donald A.

Sharing Knowledge" (Stephanie D. Teaseley and Jeremy Roschelle); (9) "Computer Environments as Cognitive Tools for Enhancing Learning" (Susanne P. Lajoie); (10) "The Role of the Tutor in Computer-Based Collaborative Learning Situations" (Sandra Katz and Alan Lesgold); (11) "The Discovery and Reflection Notation: A Graphical Trace for Supporting Self-Regulation in Computer Based Laboratories" (Leona Schauble, Kalyani Raghavan, and Robert Glaser); (12) "Gazing Once More into the Silicon Chip: Who's Revolutionary Now?" (Susan F. Chipman); and (13) "Information Technology and the Future of Education" and (Alan Lesgold). Author and subject indexes are included, and all of the papers contain references. (KRN)

ED 364 200   IR 016 284

Rossman, Parker
The Emerging Worldwide Electronic University: Information Age Global Higher Education. Contributions to the Study of Education, Number 57.
PUB DATE- 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Libraries; College Faculty; College Students; Developing Nations; *Distance Education; *Educational Technology; Electronic Classrooms; Electronic Publishing; Futures (of Society); *Global Approach; Higher Education; *Information Technology; International Programs; Research Libraries; *Telecommunications; Teleconferencing; Television
IDENTIFIERS- *Electronic Universities

This book proposes an agenda of questions for people who plan for and seek to give some direction to the expanding use of computer conferencing and television for international courses. The book is the first comprehensive effort to gather together and summarize scattered research reports and to report experiments and demonstrations that suggest that a worldwide electronic university is emerging. The book focuses in particular on the goals, priorities, values and philosophy that ought to govern global higher education and the technology that best serves those ends. The chapters include: (1) Signs of the Emerging Space Age University; (2) Administrative Structure for Global Education; (3) Education for All the World; (4) The Challenge of Technology; (5) International Research Teamwork; (6) Connecting the World's Research Libraries; (7) The Emerging Global Encyclopedia and World Brain; (8) The Global Classroom and Instructor; (9) Electronic Textbooks for the Distance Student; (10) The Global Student; (11) Life-Long Education in the Community; (12) and Education for the Next Century. Two bibliographies, one a general bibliography, the other on the "world brain," are included. A list of resources for people who want to participate in planning for global higher education is appended. (Contains 375 references.) (KRN)

ED 364 201   IR 016 285

Papert, Seymour
The Children's Machine: Rethinking School in the Age of the Computer.
PUB DATE- 93
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

formally in terms of their appropriateness for course requirements and learner needs. Three appendixes list features of educational technology, applications, and journals and special interest groups dealing with educational technology. (Contains 54 references.) (SLD)

ED 364 220 IR 016 458

Means, Barbara; And Others
Using Technology To Support Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Sep 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Change; *Educational Technology; Elementary Secondary Education; Learning; Literature Reviews; Models; *Outcomes of Education; Program Implementation; Teacher Role; *Teaching Methods; *Technological Advancement
IDENTIFIERS- *Reform Efforts; *Technology Utilization

Many critics of American education see technology as an important tool in bringing about the kind of revolutionary changes called for in new reform efforts. Consequently, support for the use of technology to promote fundamental reform appears to be reaching a new high. Following an introduction describing elements of school reform, Chapter 2 describes how technology can support the kinds of student learning described in a model of reform presented in Chapter 1. Chapter 3 describes the ways that technology can support student learning as defined by education reformers, and Chapter 4 describes ways in which technology can support teacher efforts to promote student learning. Chapter 5 reviews the literature on the effects of technology on student learning outcomes. The final chapter deals with issues of implementation for projects attempting education reform supported by technology. Three tables and two figures summarize information about technology and reform. (Contains 192 references.) (SLD)

ED 364 221 IR 016 486

Bruce, Bertram; Michaels, Sarah
Microcomputers and Literacy Project. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.; Spencer Foundation, Chicago, Ill.
PUB DATE- 87
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Computer Assisted Instruction; *Courseware; Definitions; Educational Innovation; *Ethnography; Grade 6; Intermediate Grades; Sex Differences; Sociolinguistics; Teacher Attitudes; *Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- Purpose (Composition); *QUILL (Computer Software); Writing Samples

This is the final report of the Microcomputers and Literacy Project, which was primarily concerned with sociolinguistic analysis of written texts and classroom discourse from two

Berger, Pam, Ed.
Information Searcher: The Newsletter for CD-ROM and Online Searching in Schools, 1992.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Communications Satellites; Computer Assisted Instruction; *Computer Networks; Computer Software Reviews; *Educational Technology; Elementary School Students; Elementary Secondary Education; Futures (of Society); *Multimedia Instruction; Newsletters; *Online Searching; *Optical Data Disks; School Libraries; Secondary School Students; *Technological Advancement
IDENTIFIERS- Internet

These four newsletter issues for 1992 provide information about the use of (CD-ROM) technology in the school. Each issue contains one or more feature articles, along with program descriptions, examples of CD-ROM applications, and reviews of CD-ROM products and technology support. Volume 4, Number 2, focuses on the use of satellite information in all disciplines of the kindergarten through grade 12 curriculum in the Marple Newtown School District (Pennsylvania), in "Students Access Satellite Information." "Multimedia: Changing the Way We Teach and Learn" is the feature article in Volume 4, Number 3, a description of multimedia use and the Linkway system developed by International Business Machines. The lead article in Volume 4, Number 4, "Dateline: World, 2010," introduces the student of the future. Another article discusses school use of the Internet. Volume 5, Number 1, focuses on "CD-ROM: The Technology Impacting School Libraries." This issue also reviews 19 CD-ROM products available for schools. (SLD)

ED 364 240 IR 054 740

Furuta, Kenneth, Comp.; And Others
Salary Setting Policies in ARL Libraries. SPEC Kit 177.
PUB DATE- Sep 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Collective Bargaining; Equal Opportunities (Jobs); Financial Support; Higher Education; *Librarians; Library Planning; Library Surveys; Policy Formation; Promotion (Occupational); *Research Libraries; *Salaries
IDENTIFIERS- *Association of Research Libraries; Faculty Status; *Library Policy

A survey was developed for the Systems and Procedures Exchange Center (SPEC) to gather information on how Association of Research Libraries (ARL) academic libraries set salaries for new hires and how these libraries determine salary adjustments for professionals after employment. The survey was mailed to 103 ARL libraries, with 87 institutions responding. As with all university employees, the employment category determines the initial salary range and future increases. Twenty libraries classify librarians on the same basis as faculty, although the majority have a different pay scale. Just over half used a salary plan, and 17 have a collective bargaining agreement. Salaries were negotiated without any set plan, but with a providing general planning advice. Facilitating the discussion session and evaluating it also are discussed. The eight selected stories are complemented by an outline and questions for facilitators. Appendixes contain sample publicity fliers, a reading survey form, an evaluation sheet, some articles from the "D.C. Literacy Newsletter," and a glossary of literary terms. (Contains 28 references.) (SLD)

ED 364 261 JC 930 489

Kramer, Arthur
Environmental Scanning on a Shoe-String Budget.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Characteristics; Community Colleges; Community Services; Data Analysis; *Economic Climate; Educational Needs; *Educational Planning; Employer Attitudes; *Employment Patterns; *Enrollment Influences; *Environmental Scanning; Human Services; Immigrants; Regional Characteristics; Surveys; Two Year Colleges
IDENTIFIERS- *New Jersey (Passaic); Passaic County Community College NJ

An environmental scan was conducted to assess the demographic and economic conditions in Passaic County (New Jersey) as a way of providing information helpful to Passaic County Community College (PCCC) in its planning activities. The environment scan focused on immigration patterns, job creation and loss trends, business hiring needs, PCCC enrollment patterns, and changes within the foreign-born student population at PCCC. Results for the county's immigrant and impoverished individuals indicated that both groups shared needs for obtaining information on locating and utilizing medical and legal services, transportation, literacy programs, recreational programs, and substance abuse programs. The economic data show consistent expansion of the health industries and the beginning of expansion in some segments of the non-durable manufacturing and service fields in the county. The durable goods industries began to decline in 1990 and continued to decline through 1992. A survey of two local chambers of commerce found that nearly 28% had hired PCCC students or graduates, and that 64% of employers used PCCC for employee training. The diversity of the county's population was explored through census data, periodical articles, and student reports of birthplace and residence, revealing influxes from India, Pakistan, the Philippines, Eastern Europe, the Middle East, the Caribbean, and South America within the county and the college. Studying high school and PCCC enrollments revealed that a greater percentage of newly graduated students had enrolled in recent years, perhaps because of relationship-building efforts with high school counselors, economic conditions, and indecision about what to study on the part of high school seniors. (ECC)

ED 364 262 JC 930 497

Grede, John F.
Toward a National Job Training Program.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

four sections, each addressing a separate issue related to college presidency. The first section, "The Presidency in Transition," includes four chapters on the nature of the presidency, the preparation required of college presidents, searching for a college president, and methods for smoothing out transition periods for incoming presidents. The second section, "Effective Presidential Leadership," provides five chapters addressing the nature of the president's constituencies; internal and external governance of the college; the administration of personnel, faculty, finances, student affairs, facilities, and public relations; the need for the establishment of personnel policies and practices designed to procure, develop, and retain personnel; and the role of institutional research and planning. Section 3, "The President's Service Environment," presents chapters on the role of assessment and evaluation of outcomes in accreditation, the special case of the non-urban junior college, the perquisites of the presidency, and methods of evaluating the president and issues surrounding such evaluations. Each chapter in the first three sections concludes with topics for further study. The final section provides 56 case studies designed to show practical administrative problems faced by community college presidents. Contains 61 references. (MAB)

ED 364 278   JC 930 545

Hiring Effective Faculty: An Introduction.
PUB DATE- Apr 91
NOTE- 9p.; Paper developed by the Educational Policies Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Colleges; Cultural Awareness; Faculty College Relationship; Faculty Development; *Faculty Recruitment; Interpersonal Competence; Participative Decision Making; Student Characteristics; *Teacher Background; *Teacher Qualifications; *Teacher Responsibility; Teacher Role; Teacher Selection; Two Year Colleges
IDENTIFIERS- *California Community Colleges

California educational legislation enacted in July 1990, ended state issuance of community college credentials. Faculty in the state's community colleges now assume significant responsibility for evaluating the qualifications of prospective teaching personnel. Within the next 10 years, 50% of current community college faculty will retire and growth will create the need for more teachers. In order to select the most qualified faculty, the following qualities of effective faculty should be considered: (1) discipline preparation, including knowledge of the contributions of women and ethnic minorities, the ability to use a variety of teaching methodologies to respond to different student learning styles, the ability of faculty providing professional support services to provide them in ways sensitive to a diverse student body, and a commitment to maintain discipline currency; (2) communication and other interpersonal skills that meet the needs of a culturally diverse faculty and student body; (3) sensitivity to, and knowledge of, a diverse student body and its needs, demonstrated by such activities as the completion of multi-cultural coursework or study abroad; (4) creativity and innovation; (5) leadership potential, including an understanding of shared governance and the community college

Lucas, John A.; Meltesen, Cal
Study of Students Who Withdrew from Courses, Summer 1990-Spring 1992. Volume XXII, No. 6.
PUB DATE- Nov 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Community Colleges; Comparative Analysis; Courses; Dropout Research; *Dropouts; *Enrollment Influences; Participant Satisfaction; Questionnaires; Student Attitudes; Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) in Illinois to develop a profile of students who withdrew from courses between summer 1990 and spring 1992. For the 2-year period studied, each degree credit student who officially withdrew from a course was asked to complete a survey form, indicating withdrawal status, whether a counselor had been consulted, principal reason for withdrawal, method of registration, and general comments. Between 1990 and 1992, 13.4% of the 170,000 course enrollments resulted in official withdrawals, representing a 0.4% decrease in withdrawals from the 1988-1990 cohort. An analysis of these withdrawals indicated the following: (1) one out of every five course withdrawals resulted in complete withdrawal from WRHC, although nearly three-fourths of the students who withdrew planned to return to WRHC in the future; (2) nearly 30% of those withdrawing gave reasons completely beyond WRHC's control, and only 7% indicated WRHC as the primary cause for withdrawal; (3) the major reasons cited for withdrawals included personal, family, or health problems, too far behind/poor grades, inconvenient meeting times, or job pressures; (4) there continued to be a lower percentage of withdrawals during the summer semester than during the spring and fall semesters (11% versus 14%); (5) about 40% of the withdrawing students indicated that they had never consulted a counselor in the 2 years previous to withdrawal; and (6) overall, younger students continued to have a higher withdrawal rate than students over the age of 25. Extensive data tables and the survey instrument are included. (MAB)

ED 364 295   JC 940 012

Student Transfer Matrix, Fall 1992.
PUB DATE- Sep 93
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Transfer Students; Community Colleges; Comparative Analysis; *Degrees (Academic); Higher Education; Hispanic Americans; Matrices; Private Colleges; Public Colleges; State Colleges; *Student Behavior; Two Year Colleges; Two Year College Students; Universities; White Students
IDENTIFIERS- *Oklahoma

Comprised primarily of data matrices, this report provides information on students transferring from Oklahoma public and

National Credentialing Program, outlines the 6-month CDA fieldwork portion of the 3-part credentialing program. The guide begins by describing the background, purpose, and curriculum design of the CDA Professional Preparation Program. The guide is divided into eight units: (1) introduction to the early childhood profession; (2) ways to study how children learn and grow; (3) ways to set up a safe and healthy learning environment; (4) ways to support children's social and emotional development; (5) steps to advance children's physical and intellectual competence; (6) keys to establish productive relationships with families; (7) synthesis of material learned by early childhood education (ECE) professionals working with preschoolers (PS), with infants and toddlers (IT), or in family day care (FDC); and (8) final assessment of ECE professionals as PS, IT, or FDC Child Development Associates. For each unit, the guide includes objectives, a description of the advisor's role, discussion topics for candidate conferences, instructions for verifying fieldwork assignments, activities for building the candidate's professional resource file, and a list of related resources. Evaluation sheets for observing candidates' fieldwork experiences are included. (MM)

ED 364 312 PS 021 521

Phillips, Carol Brunson
Seminar Instructor's Guide for the CDA Professional Preparation Program: A Companion to ESSENTIALS for Child Development Associates Working with Young Children.
PUB DATE- 91
NOTE- 128p.; For a related document, see PS 021 520.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; *Class Activities; *Early Childhood Education; *Preschool Teachers; Professional Development; Student Educational Objectives; *Student Evaluation; *Teacher Education
IDENTIFIERS- CDA; CDA Credential; *Child Development Associate

This instructor's guide, which is part of the training materials used in the Child Development Associate (CDA) National Credentialing Program, outlines coursework for a 6-month CDA seminar. The guide begins by describing the background, purpose, and curriculum design of the CDA Professional Preparation Program. An overview of the field experiences and coursework required of CDA candidates and of the evaluation process of candidates is included. The seminar is divided into the following seven units: (1) introduction to the early childhood profession; (2) ways to study how children learn and grow; (3) ways to set up a safe and healthy learning environment; (4) ways to support children's social and emotional development; (5) steps to advance children's physical and intellectual competence; (6) keys to establish productive relationships with families; and (7) synthesis of what has been learned as an early childhood education professional. For each unit, the guide includes objectives, a description of the instructor's role, follow-up assignments initiated during fieldwork, additional discussion topics, and resources for information related to the unit. Appendixes include a chart showing the correspondence between CDA competency goals and functional areas with units in this guide, and a list of performance items for rating CDA candidates. (MM)

ED 364 313 PS 021 538

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; Discipline Policy; Educational Improvement; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; Student Behavior; *Teacher Attitudes; *Teacher Response; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Chicago Public Schools IL

To provide data for changes currently being implemented in Chicago public schools, a study examined the effect of teachers' attitudes on student discipline problems and classroom management strategies. Questionnaires were distributed to 50 elementary and secondary teachers soliciting their views regarding the characteristics of problem students, effective classroom management strategies, the most frequently occurring and major causes of discipline problems, and strategies to improve student discipline. Study findings included the following results: (1) 41 respondents indicated that teachers needed more skill and training in handling disruptive behavior; (2) 39 indicated that stress related to classroom management is the most influential factor in failure among novice teachers; (3) the four most frequently occurring discipline problems identified were disrespect for fellow students, disinterest in school, lack of attention, and excessive talking; (4) the three major causes of problems identified were violence in the media, broken families, and drugs and alcohol; and (5) the top four ways to improve discipline were counseling and guidance, administrative procedures, more consistent discipline, and better communication between the school and the community. (The survey instrument and 11 references are included.) (BCY)

ED 364 331 PS 021 861

Hill, Nancy E.
Developmental Differences in Engagement Style, Locus of Control, and Parent-Adolescent Relationships in African-American Families.
PUB DATE- Mar 93
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; Blacks; *Black Students; College Freshmen; *Family Environment; Family Influence; Higher Education; High Schools; High School Students; Individual Differences; *Individual Power; *Locus of Control; *Parent Child Relationship; *Parents; Personality Development; Self Concept; Sex Differences
IDENTIFIERS- African Americans; *Engagement Style

A study examined age and sex differences in engagement style and locus of control and their influence on African-American parent-adolescent relationships. The study subjects were 71 students in 9th grade and 57 students in 11th grade from 4 high schools in a large midwestern city; 46 college freshmen attending a large midwestern university; and 46 sets of parents across the 3 age levels. Most of the participants (96%) were African-American, 3% were Hispanic; and 1% were White. Study findings included the following: (1) male students were significantly more externally controlled than female students; (2) with respect to engagement style, on a continuum between patient and decisions was the most important type of information; and (6) while many respondents thought all the categories were important, student information was the highest rated type of information, and administrative information was rated lowest. (Contains 13 references.) (BCY)

ED 364 350 PS 021 923

Henderson, Rita McTyre
Strengthening Teachers' Contact and Involvement with Parents through a Concentrated Program of Experiences and Activities.
PUB DATE- 93
NOTE- 51p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Teachers; Information Dissemination; Outreach Programs; Parent Associations; Parent Attitudes; *Parent Participation; *Parent School Relationship; Primary Education; *Program Effectiveness

A practicum was designed to increase parents' participation in the education of their children by involving parents and teachers in a concentrated program of experiences and activities. The setting for the practicum was an elementary school for kindergarten through third grade, where teacher surveys, parent meetings, workshop attendance, and Parent Teacher Association membership lists provided evidence of little or limited parent involvement in the school. The practicum involved: (1) developing a monthly newsletter to strengthen communication between home and school; (2) developing teacher training programs which stressed effective conferencing and communication with parents; (3) publicizing parent meetings, workshops, and special school events on local radio and community newspapers; (4) creating the Parent Hall of Fame to recognize parents who made outstanding contributions to the school; (5) coordinating the work of parent volunteers and providing them with certificates and a special reception from school staff; and (6) providing parents with a friendly environment in which to volunteer their time, talents, and materials. An analysis of survey responses from parents and teachers, membership lists, and parent activity lists indicated that, after the practicum activities and experiences were completed, parent involvement had increased in classroom participation and attendance at parent meetings and workshops. Contains 32 references and the survey instruments. (Author/AC)

ED 364 351 PS 021 930

Rosenberg, Marcia Kasper
The Design and Implementation of an Intergenerational Program at a Private Long-Term Healthcare Facility with On-Site Childcare.
PUB DATE- 93
NOTE- 66p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Day Care; Day Care; *Intergenerational Programs; Long Term Care; Nursing Homes; *Older Adults; *Preschool Children; Preschool Education; Program Descriptions; Program Development
IDENTIFIERS- *Intergenerational Relationship

A practicum project addressed the problem of separation of generations. An intergenerational program was designed to

Action Research in Family-School-Community Partnerships: The Experience of One Rural Elementary School.
PUB DATE- 14 Oct 93
NOTE- 16p.; Paper presented at the Annual Conference of the National Rural Education Association (85th, Burlington, VT, October 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Community Involvement; *Educational Research; Elementary Education; Elementary Schools; Family Involvement; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; School Community Relationship; *Teacher Participation
IDENTIFIERS- *Collaborative Research

In 1991, eight schools received funding to carry out a 3-year locally designed family and community involvement project. This multisite collaborative action-research project aims to identify school policies and practices that obstruct or advance effective family-school-community partnerships. Data gathering and analysis are being carried out at two levels: in each school by a parent-teacher action research team and trained on-site facilitator; and by central research staff in Boston. Brief descriptions profile the eight schools and their projects. The experiences at Atenville Elementary School in Harts, West Virginia, illustrate the path followed by the various projects. Steps included: (1) defining goals and objectives; (2) moving beyond representation to meaningful participation by parents and teachers; (3) identifying new resources to meet expanding program needs; (4) moving from action to reflection; and (5) identifying remaining obstacles. Early outcomes suggest that action research can be adapted to diverse settings, can help schools identify important barriers to collaboration between parents and teachers, and can help schools identify unmet needs of children and parents. Action research schools are making decisions about parent and community involvement based on their own evidence of what works, and are moving toward coordinated and creative use of federal, state, and local funds. (SV)

ED 364 370 RC 019 387

Duval, John; Carlson, Robert V.
Portraits of Teacher Dedication in Vermont.
PUB DATE- Oct 93
NOTE- 30p.; Paper presented at the Annual Conference of the National Rural Education Association (85th, Burlington, VT, October 14-17, 1993). Some appendices contain small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Rural Education; *Rural Schools; Secondary School Teachers; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Teacher Morale; *Teacher Motivation; *Teaching Conditions
IDENTIFIERS- *Outstanding Teachers; *Vermont

Dedication and commitment are useful terms to apply when discussing teacher quality and excellence, especially in rural contexts. A two-stage case study examined archival data on teachers and teaching in Vermont and northern New England and interviewed 12 outstanding rural teachers from low income

Students; *Youth Employment; Youth Opportunities; Youth Programs
This bibliography includes journal articles, short publications, and books related to issues of youth and employment in rural areas and small towns. Each of the 80 entries includes title, author, periodical, publication date, publisher, National Agricultural Library call number or ERIC document number, and a brief annotation. Brief directories describe private foundation and federal sources of funding for youth programs and list associations concerned with youth employment. Electronic mail access for interlibrary loan requests from the National Agricultural Library is explained. (LP)

ED 364 389 RC 019 411

John, Patricia La Caille
Health Care in Rural America: January 1979 - September 1991. Quick Bibliography Series: QB 92-13. Updates QB 90-87.
PUB DATE- Dec 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Services; *Delivery Systems; Health; *Health Education; Health Personnel; *Health Programs; *Health Services; Higher Education; *Medical Services; Resource Materials; *Rural Areas; Rural Education; Rural Population
IDENTIFIERS- Access to Health Care; *AGRICOLA
This bibliography contains 352 entries related to the provision of health care services in rural areas. The entries were derived from the AGRICOLA database produced by the National Agricultural Library and include journal articles, government reports, conference papers, Congressional hearings, and books. Entries cover such topics as rural health care delivery systems, community health services, demography, hospitals, program development, mental health, federal aid, poverty, elderly health care, medical education, health education, rural youth, and migrants. Each entry contains title, author, publisher, publication date, journal or conference information (where appropriate), language, descriptors, and the National Agricultural Library call number. Some entries contain an annotation. Also included are indexes by author and subject and information about interlibrary loan from the National Agricultural Library. (LP)

ED 364 390 RC 019 412

John, Patricia La Caille
Native American Health Care: January 1980 - January 1993. Quick Bibliography Series: QB 93-40.
PUB DATE- Jun 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alaska Natives; *American Indians; Annotated Bibliographies; Child Health; Demography; Dental Health; Diabetes; Elementary Secondary Education; *Health; *Health Education; Health Promotion; *Health Services; Nutrition; Resource Materials
IDENTIFIERS- *AGRICOLA; Native Americans
This annotated bibliography contains 119 entries related to Native American health and health care. The entries were derived from the AGRICOLA database produced by the National Agricultural Library and include journal articles, government

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Algebra; Cognitive Processes; Course Evaluation; *Curriculum Evaluation; Elementary School Mathematics; Elementary Secondary Education; Error Correction; Instructional Effectiveness; *Instructional Material Evaluation; Mathematics Instruction; Mathematics Skills; Secondary School Mathematics; Structural Equation Models; Symbols (Mathematics); *Visual Learning; Visual Stimuli

The goal of this paper is to renew interest in the structural option to algebra instruction. Concern for the usual secondary school algebra curriculum related to simplifying expressions, solving equations, and rationalizing numerators and denominators is viewed from three pedagogical approaches: (1) structural approach, (2) empirical approach, and (3) drill approach. The arguments for the structuralist approach are presented in four sections. The first section presents an analysis of algebraic symbol manipulation into six components of knowledge: (1) morphological, (2) graphological, (3) parsing, (4) transformational, (5) pragmatic, and (6) semantic components. The second section discusses the deductive structure of algebraic symbol manipulation. The third section discusses the visual structure of algebra and summarizes two empirical studies involving visual parsing and visual transformations that implicate the visual structure of algebra in students' unconscious assimilation of algebraic knowledge. The fourth section presents a structural algebra curriculum. The paper concludes by warning against abandoning entirely the formalist aspect of algebra in implementing a strictly empirical approach to algebra. Contains 72 references. (LDR)

ED 364 410 SE 053 836

Rector, Judy
Beliefs, Autonomy, and Mathematical Knowledge.
PUB DATE- Apr 93
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Case Studies; Cognitive Structures; Functions (Mathematics); High Schools; High School Students; Interviews; *Knowledge Level; *Mathematical Concepts; Mathematics Education; *Personal Autonomy; Qualitative Research; *Schemata (Cognition); Self Efficacy; Self Motivation; Student Role; Teacher Role
IDENTIFIERS- Solution Methods (Mathematics)

This paper describes a study of the connections between beliefs about mathematics, autonomy, and knowledge structures in mathematics. Assumptions underlying the study were (1) that students' beliefs and knowledge are constructs of the individual and play a dynamic role in the learning and doing of mathematics; and (2) that autonomy theoretically affects persistence, confidence, and mathematical growth. The study was conducted in a high school in a university town in New Hampshire. Six volunteers distributed evenly across Algebra I and II courses were interviewed after participating with their class in a unit on functions. Eight 45-minute interviews were conducted with each student to gather information on their beliefs about mathematics as conceptual versus procedural, their beliefs about their role and the teacher's role in

technology integrated with computer applications for use in large classrooms is discussed. The technologies of teaching and learning in mathematics and science and in the humanities are drawing closer together with developments in hypertext and modular toolkits. (MAZ)

ED 364 432 SE 053 965

Adams, Verna M.
Teacher Talk: Cognitive Goals Inferred from Instruction.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 93
NOTE- 38p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (Seattle, WA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Teachers; *Classroom Communication; *Cognitive Processes; Decision Making; *Discourse Analysis; Elementary Education; Elementary School Teachers; Mathematics Instruction; Qualitative Research; Spanish Speaking; Teacher Behavior; *Teacher Student Relationship; Thinking Skills; Verbal Communication
IDENTIFIERS- *Discourse

To suggest that activity in the classroom shift from a focus on memorizing procedures to using mathematical reasoning is to suggest a shift in the classroom environment accompanied by shifts in teacher talk. The task of this report was to introduce the idea of teachers' orienting behaviors aimed at facilitating student cognition, and to suggest that these behaviors might indicate cognitive goals that guide the teacher's decision making. To accomplish this task, results of an exploratory study of naturalistic data were reported. The question addressed was, "What does an observer infer about expectations of student cognitive activity from the teacher's talk and organization of instruction?" Three teachers from a National Science Foundation (NSF) funded study were selected two of the teachers were bilingual. Seventy hours of videotapes of whole class and small group instruction were examined for explicit or implied references to cognitive goals. Types of cognitive goals suggested by the data include: (1) developing and maintaining memory, (2) developing connections, (3) developing language, (4) monitoring of mathematical activity, and (5) developing mental operations. Orienting activities of the teachers in this study included both interacting and communicating. A list of 20 references is included. (MPN)

ED 364 433 SE 053 971

Alibali, Martha Wagner; And Others
Implicit Knowledge Conveyed in Gesture Sets the Agenda for Learning.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (New Orleans, LA, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; Cognitive Development; Concept Formation; Elementary School Students; Grade 4; *Heuristics; Intermediate Grades; *Learning Readiness; Mathematical Concepts; Mathematics Instruction; Problem Solving

participants worked on developing guidelines and plans for arts assessments. The document includes the TAAP participants' performance assessments as illustrations and as guidelines for continuing a dialogue in the feasibility and success of assessment in the arts. The participants were introduced to the concepts and terms of performance assessment. Four kinds of assessment were offered as examples: (1) enhanced multiple choice, (2) open ended problems, (3) exhibition projects, and (4) portfolios. These assessments were to contribute to the publication that would "advance dialogue in the state on assessment in the arts." Teachers were then asked to select content standards from the California visual and performing arts framework, component goals, and objectives; describe their instructional activities to teach the content standards; design an assessment of student learning; and develop rubrics or scoring guides for assessing the students' work. The prelude is built on the guidelines of the Visual and Performing Arts Framework. It not only discusses examples of assessment for the arts developed by California arts teachers in the TAAP, but it also discusses the issues underlying performance assessment. The document is divided into five chapters concerning respectively: (1) performance assessment, what it is and what it looks like, (2) assessing the arts: a challenge to teachers, (3) two examples of performance assessment in the arts, (4) the future of the TAAP, and (5) assessment in the arts, the national trend. A 19-item bibliography is included. (DK)

ED 364 458 SO 023 470

Burstyn, Joan N.
New Tools for Multicultural Education: A Response to Patricia Seed's "Multiculturalism and the Predicament of the Comparative Method in Historical and Social Science Research and Teaching."
PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Culture Contact; Higher Education; Instructional Improvement; *Multicultural Education; *Role Playing; *Social Attitudes
IDENTIFIERS- *Seed (Patricia)

Researcher Patricia Seed has noted the difficulty undergraduates have in understanding concepts of other cultures. Differences in vocabulary sometimes underscore differences in culture. Seed has suggested that cross- or multi-cultural education cannot proceed from a position of ignorance or arrogance. It is possible to move from cultural misunderstanding by brainstorming solutions from the patterns of those misunderstandings. Researchers have observed that culture shock can be a learning experience. As students experience a strange culture for the first time vicariously in the classroom, their values are challenged and they may experience culture shock. The students may require support for their own positions and the opportunity to adjust to new ideas and customs. Simulations, in which students assume characteristics and behaviors of the people they are studying, often provide a useful way to teach about other cultures. As Seed suggests, teachers need to find ways to make the familiar unfamiliar and the unfamiliar familiar. The effort to make teaching more effective has to be a long term, collaborative effort. (SG)

The Right To Die. Public Talk Series.
PUB DATE- Oct 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Civil Liberties; *Death; *Discussion Groups; Leaders Guides; Moral Values; Social Responsibility; Suicide; Terminal Illness; Wills
IDENTIFIERS- *Euthanasia; *Right to Die; Study Circles

This program guide on the right to die provides policy issue information where ethical concerns have a prominent place. Three positions about the right to die are presented: (1) mercy killing and assisted suicide should be legally permitted in certain cases; (2) legal status should be given to living wills and other advance directives that would allow people to die with dignity, but mercy killing and assisted suicide should be legally prohibited; and (3) both mercy killings and allowing patients to die by withholding life-saving treatment should be legally prohibited. In addition to an introductory letter, this guide includes the following information: (1) the right to die--a framework for discussion; (2) a summary of the positions; (3) an examination of the positions; (4) glossary; (5) supplemental reading; (6) your continued involvement in this issue; (7) suggestions for leading this discussion; (8) leading a study circle; (9) suggestions for participants; (10) follow-up form; and (11) Public Talk Series Programs and other resources available from the Study Circles Resource Center. (NLA)

ED 364 481 SO 023 614

McCoy, Martha
Welfare Reform: What Should We Do for Our Nation's Poor? Public Talk Series.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Discussion Groups; Leaders Guides; Poverty Programs; *Public Policy; *Social Action; Social Responsibility; Welfare Agencies; *Welfare Services
IDENTIFIERS- *Study Circles; *Welfare Reform

This program guide on welfare reform raises basic questions about different beliefs that influence public policy about welfare and what the welfare system ought to achieve. Four policy approaches are offered as a framework for discussion: (1) cut welfare for the able; (2) use welfare as a tool to require recipients to become more responsible; (3) increase welfare benefits and expand services to give the system a chance to work; and (4) replace the current welfare program with a universal social welfare system. In addition to an introductory letter addressed to the study circle organizer, this guide contains the following information; (1) introduction; (2) background--poverty and the welfare system; (3) four approaches to welfare reform; (4) suggestions for leading this discussion; (5) leading a study group; (6) suggestions for participants; (7) follow-up form; and (8) Public Talk Series Programs and

(Cheryl L. Perry, Steven H. Kelder, and Kelli A. Komro); (6) "A View of Health from the Adolescent's Perspective" (Susan G. Millstein); (7) "Health-Enhancing and Health-Compromising Lifestyles" (Delbert S. Elliott); (8) "Promoting Positive Mental Health during Adolescence" (Bruce E. Compas); (9) "Sex is a Gamble, Kissing Is a Game: Adolescent Sexuality and Health Promotion" (Jeanne Brooks-Gunn and Roberta L. Paikoff); (10) "Promoting Healthful Diet and Physical Activity" (James F. Sallis); (11) "Promoting Oral Health in Adolescents" (Judith E. N. Albino and Sandra D. Lawrence); (12) "Promoting Healthy Alternatives to Substance Abuse" (Howard Leventhal and Patricia Keeshan); (13) "The Control of Violence and the Promotion of Nonviolence in Adolescents" (Felton Earls, Robert B. Cairns, and James A. Mercy); (14) "Promoting Safety in Adolescents" (Ralph Hingson and Jonathan Howland); (15) "From Causal Description to Causal Explanation: Improving Three Already Good Evaluations of Adolescent Health Programs" (Thomas D. Cook, Amy R. Anson, and Suzanne B. Walchli); and (16) "Adolescent Health Promotion in the Twenty-first Century: Current Frontiers and Future Directions" (David A. Hamburg, Susan G. Millstein, Allyn M. Mortimer, Elena O. Nightingale, and Anne C. Petersen). Commentaries on Parts I and II from the perspectives of a nurse (Jeanettte M. Broering) and a physician (Charles E. Irwin, Jr.) are included. (LL)

ED 364 500   SP 034 628

Muchmore, James A.; Knowles, J. Gary
Initiating Change through a Professional Development School: Three Teachers' Experiences.
PUB DATE- Apr 93
NOTE- 24p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College School Cooperation; *Educational Change; *Educational Environment; *Group Dynamics; Inservice Teacher Education; Junior High Schools; Partnerships in Education; Personal Narratives; School Effectiveness; School Restructuring; Secondary School Teachers; *Teacher Attitudes; *Teaching Experience
IDENTIFIERS- Experienced Teachers; Holmes Group Report; *Professional Development Schools; *Teacher Development

This article tells the story of a group of teachers who experienced change in the face of a newly formed professional development school--one that loosely implemented many of the principles associated with the Holmes Group model. Specifically, these teachers became active participants on the Steering Committee, a group formed within the context of the school district/university collaborative partnership. In presenting accounts of the early processes of instituting change, the focus is on three individuals, as the "why?" and "how?" of professional development are explored. Why did these teachers choose to become active members of the school steering committee? What motivated them to think about change and its potential? How has involvement in professional development activities changed their perceptions of themselves as educators? How has it altered their sense of voice and efficacy in the junior high school where they work? This article, therefore, explores elements of both personal experience and group dynamics within the professional development school. The

(120)
DESCRIPTORS- *Agency Cooperation; Beginning Teacher Induction; Elementary Secondary Education; Full State Funding; Higher Education; Leadership Responsibility; Linking Agents; *Policy Formation; Public Schools; *School Restructuring; Schools of Education; State Action; State Legislation; State Officials; State Standards; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Reform Efforts; *State Role

This publication presents recommendations for state policy that are meant to promote the simultaneous reform of both K-12 education and teacher education. The main body of the document consists of recommendations based on recurring themes gleaned from interviews with state leaders: (1) the state legislature should adopt statutory provisions declaring that the state expects cooperation from institutions of higher learning and public schools; (2) the state legislature should designate the parties responsible for directing the simultaneous renewal of teacher education and school restructuring; (3) the state should set standards for basic-skill levels, teaching performance, and knowledge base expected for licensure; (4) through standards, the state should indicate its expectation for critical conditions and programs to undergird all teacher education programs; (5) the state should view beginning teacher induction as an integral part of teacher preparation; (6) the state should require recertification programs; (7) the state should adopt funding mechanisms for establishing the components of a comprehensive teacher education and school renewal program; and (8) the state should adopt a plan for evaluating the effectiveness of the teacher education system. (LL)

ED 364 520 SP 034 854

The California Professional Growth Manual. Revised.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *State Legislation; *Teacher Certification; Teacher Qualifications; Teacher Responsibility
IDENTIFIERS- California Commission on Teacher Credentialing; *Certificate Renewal; *State Regulation

The California Commission on Teacher Credentialing has developed and adopted regulations enabling teachers to design individual programs of professional growth on the basis of their goals and needs, and to establish a supportive network of professional growth advisors who will assist in planning programs that are consistent with teachers' goals and state laws. This manual explains, interprets, and clarifies California State laws and regulations regarding the renewal of teaching credentials. The following topics are covered: credential renewal requirements; responsibilities and rights of credential holders; selection of a professional growth advisor; professional growth goals; domains of professional growth; professional growth activities; credential holders in special situations; frequently asked questions of a credential holder; the professional growth advisor; a scenario of a relationship between a credential holder and a professional growth advisor; employing agencies;

The document presents a vision of mathematics education based on research in cognitive psychology which indicates that learners construct knowledge rather than being passive receivers of knowledge. When reflecting on their beginning efforts, the researchers found that several assumptions in their planned interventions were not borne out by the group's experience. The subject matter content (integers) posed major difficulties for several of the teachers. The teachers' interest in talking about their own practices strongly influenced the group's interactions. Collectively, the teachers and researchers created a learning community that was grounded in watching videotapes of mathematics teaching in a third grade classroom and discussing ideas about teaching and learning in ways that were different from their own experiences as teachers and students. Here, the researchers pose a set of conjectures that serve as a framework for the continuing collaboration of this group of educators' inquiry into non-traditional approaches in the teaching and learning of mathematics. (LL)

ED 364 539 SP 034 908

Featherstone, Helen; And Others
"Could You Say More about That?" A Conversation about the Development of a Group's Investigation of Mathematics Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 18p.; For a related report, see SP 034 907.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Courses; *Elementary School Mathematics; *Elementary School Teachers; Grade 3; Higher Education; *Interactive Video; *Learning Strategies; *Methods Courses; Primary Education; *Teacher Education; Teaching Methods
IDENTIFIERS- *Reflective Practice; Teacher Researcher Relationship

This report describes the first year of an ongoing intervention study and the learning of a group of practicing teachers working together with researchers to make changes in the ways they teach mathematics. When reflecting on their beginning efforts, the researchers found that several assumptions in their planned interventions were not borne out by the group's experience. The subject matter content (integers) they selected as an initial focus of study posed major difficulties for several of the teachers. The teachers' interest in talking about their own practices strongly influenced the group's interactions. Collectively, the teachers and researchers created a learning community that was grounded in watching videotapes of mathematics teaching in a third grade classroom and discussing ideas about teaching and learning in ways that were different from their own experiences as teachers and students. Here the researchers pose a set of conjectures that serve as a framework for the continuing collaboration of this group of educators' inquiry into nontraditional approaches in the teaching and learning of mathematics. (Author)

ED 364 540 SP 034 909

Zeuli, John S.; Tiezzi, Linda J.
Creating Contexts To Change Teachers' Beliefs about the Influence of Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

252.
PUB DATE- Apr 93
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Comparative Analysis; Computer Simulation; Control Groups; Experimental Groups; *Item Bias; *Nonparametric Statistics; Sample Size; *Statistical Distributions; *Test Items; Test Validity
IDENTIFIERS- Ability Estimates; Asymptotic Distributions; *Mantel Haenszel Procedure; *Simultaneous Item Bias Procedure; Type I Errors

The purpose of this study was to compare two non-parametric procedures, the Mantel-Haenszel (MH) procedure and the simultaneous item bias (SIB) procedure, with respect to their Type I error rates and power, and to investigate the conditions under which asymptotic distributional properties of the SIB and MH were obtained. Data were simulated to reflect a variety of conditions; the factors manipulated were sample sizes, ability distributions of the focal and the reference groups, percent of DIF items in the test, types of item and DIF effect sizes. Investigations of the distribution of the SIB and the MH statistics revealed that the SIB statistic had the theoretical asymptotic distributions when the sample sizes of the focal and reference groups exceeded 200, whereas the MH statistic did not have the theoretical asymptotic distributions under any condition. The MH and the SIB procedures were equally powerful in detecting DIF for equal ability distributions, and the SIB procedure was more powerful for unequal ability distributions than the MH procedure. The Type I error rates for the MH statistic were within limits, whereas they were higher for the SIB statistic than those for the MH statistic. Comparisons between the detection rates of the two procedures were made with respect to the various factors manipulated in the study. Suggestions for future research are made. (Contains 16 references and 11 tables.) (Author)

ED 364 558 TM 020 710

Smith, Douglas K.; And Others
Relationship of the K-BIT and SIT-R in a Gifted Sample.
PUB DATE- Aug 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992). For related document, see TM 020 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; Children; Comparative Testing; Correlation; Elementary Education; *Elementary School Students; Females; *Intelligence Tests; Males; *Talent
IDENTIFIERS- *Kaufman Brief Intelligence Test; *Slosson Intelligence Test (Revised)

The Kaufman Brief Intelligence Test and the Slosson Intelligence Test-Revised were administered in counterbalanced order to a sample of 32 school identified gifted and talented students (18 males and 14 females). Mean age was 11 years, 3 months. The K-BIT IQ Composite and SIT-R Total Standard Score produced a

IDENTIFIERS- Authentic Assessment; Indiana; *Indiana Performance Assessments; *Performance Based Evaluation

In 1991 the Center for Reading and Language Studies at Indiana University (Bloomington) assembled educational experts to investigate the validity of performance-based assessments for determining the achievement of high school students in reading, writing, and mathematics. The Indiana Performance Assessments that materialized from this project were subsequently used with over 5,000 students. This report describes the development of the assessments, their field trials, scoring, reliability, findings and test results, and how teachers and students responded. Of the 10 holistic assessments developed, 6 integrated reading and writing, and 4 integrated mathematics and communications skills. Given pilot testing constraints, student performance on these assessments was acceptable, and reliable increases in performance were seen from grade 9 through grade 11, with a significant increase beyond high school. The project successfully assessed over 5,000 students while conducting a survey and demonstrated that performance assessment is feasible on a large scale. The generally positive reception of the assessments indicates that both students and educators understand, or at least sense, the limited perspectives of much standardized testing, and welcome assessment in an integrated and authentic way. Results also indicate that reliability of scoring by a carefully-trained cadre is acceptable and the process quite feasible. Thirty-nine charts illustrate the discussion. (SLD)

ED 364 577 TM 020 801

Wilson, Linda Dager
What Gets Graded Is What Gets Valued.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). Previously entitled "The Classroom Assessment Practices of Two Mathematics Teachers."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Classroom Techniques; Educational Assessment; Educational Change; Grades (Scholastic); *Grading; High Schools; High School Students; *Mathematics Instruction; Mathematics Teachers; Secondary School Teachers; Student Attitudes; *Student Evaluation; *Teacher Attitudes; Teacher Developed Materials; *Values
IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation

The experiences of two mathematics teachers at a high school in which assessment reform is being encouraged are described. The school district had decided that the implementation of authentic assessment and assessment reform would be levers to broaden school reforms. Observations in the Algebra 2 class of one teacher and the Algebra 1 class of another teacher show ways in which authentic assessment is put into practice. Through observing, interviewing, and asking her students to write about their own learning, the Algebra 2 teacher used many authentic assessment approaches. Students, however, did not recognize that they were frequently given writing assignments because these self-evaluations were not included in the grading scheme. The components of authentic assessment were not part of the grading system and were not valued by the students. As the assessment reform movement progresses, this issue of grading

Higher-Order Factor Analysis of Data from the Problems of Teaching Survey.
PUB DATE- Nov 93
NOTE- 40p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Elementary School Teachers; Elementary Secondary Education; *Factor Analysis; Likert Scales; Matrices; Problems; *Secondary School Teachers; Surveys; *Teacher Attitudes
IDENTIFIERS- *Problems of Teaching Survey; *Rotations (Factor Analysis); Self Report Measures; Teacher Surveys

Many researchers recognize that factors can be rotated obliquely, yielding factors that are correlated with each other. However, not as many researchers realize that this interfactor correlation matrix can then also be factor analyzed. This "higher-order" factor analysis has many useful applications and, in fact, some researchers suggest that higher-order analyses should always be conducted whenever first-order factors are rotated obliquely. Results of a survey of teachers from Louisiana and Mississippi (n=291) as to self-perceived teacher problems are analyzed with SECONDOR, a FORTRAN computer program that computes various first-order principal components and then computes second-order factor solutions. The results of this analysis provide informative insights into the relationships underlying responses. Six tables, one figure. (Contains 15 references.) (Author)

ED 364 597 TM 020 845

Kuehne, Carolyn C.
The Advantages of Using Planned Comparisons over Post Hoc Tests.
PUB DATE- Nov 93
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Analysis of Variance; *Comparative Analysis; *Discriminant Analysis; Heuristics; Multivariate Analysis; Research Design; *Research Methodology; Robustness (Statistics)
IDENTIFIERS- *Planned Comparisons; *Post Hoc Tests; Power (Statistics); Type II Errors

There are advantages to using a priori or planned comparisons rather than omnibus multivariate analysis of variance (MANOVA) tests followed by post hoc or a posteriori testing. A small heuristic data set is used to illustrate these advantages. An omnibus MANOVA test was performed on the data followed by a post hoc test (discriminant analysis). A second MANOVA using Helmert coding as a means for a planned comparison test was run and the results were compared to those from the MANOVA followed by the unplanned tests. The results provide concrete examples of the different possible outcomes using various procedures. Two advantages of using planned or a priori contrast over post hoc tests are presented. In addition to increasing the power against Type II error rate, planned comparisons force the researcher to be more thoughtful in the design of the research.

Setting" (Warren Simmons). Panel presentations presented cover reauthorization of Chapter 1 legislation from the perspectives of Congress, the Commission, and six educational associations. Final sections examine the reauthorization/collaboration implications for Chapter 1. An appendix contains exhibits of recognized Chapter 1 projects in 21 urban school districts. (GLR)

ED 364 617 UD 029 589

Able-Peterson, Trudee; Bucy, June
The Streetwork Outreach Training Manual.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 93
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disadvantaged Youth; *Economically Disadvantaged; Guides; *Homeless People; *Outreach Programs; *Program Development; Program Implementation; Runaways; Social Services; Social Workers; Staff Development; Subcultures; Urban Problems; Volunteer Training; *Youth Programs
IDENTIFIERS- *Streetwork

This document is intended to be a guide for action for people concerned about the youths who live alone on the streets of America without the nurturing, protection, and supervision of caring adults. It describes the varied activities, knowledge, and skills and outreach program needs to provide services to these youth who are living on the streets. Specific topics include discussions about life on the streets and why youth become runaways, street subcultures and hierarchy, and the underlying principles of streetwork and two streetwork programs. The bulk of the document covers outreach program development; the creation of an outreach team, including staff development and training needs; program implementation and the rules to be followed to aid success; and the various services, both direct and ancillary, that are needed. The final chapters examine the cultural diversity that can be found among homeless persons, and Alaska's response to the homeless youth problem. Appendices, comprising 25 percent of the document, include guidelines for program development and for counseling gay youth, and a list of additional street outreach programs for homeless and runaway youth. (Contains 106 references.) (GLR)

ED 364 618 UD 029 590

Jarvis, Sara V.; Robertson, Robert M., Jr.
Transitional Living Programs for Homeless Adolescents.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

DESCRIPTORS- *Academic Achievement; *Black Students; Cohort Analysis; *College Freshmen; College Students; Comparative Analysis; Educational Environment; Educational Objectives; Grade Point Average; Higher Education; Longitudinal Studies; *Minority Groups; Program Evaluation; Regression (Statistics); *School Holding Power; Withdrawal (Education)
IDENTIFIERS- *Minority Assistance Program SC; *University of South Carolina

The Minority Assistance Program (MAP) was established at the University of South Carolina in 1986 to help black entering freshmen become integrated into campus life. Specific objectives are improving academic achievement and retention rates of minority students. This comparative study assessed whether or not the program is accomplishing these goals for 1987 and 1988 entering black freshmen classes. The two cohorts, both of which included MAP participants and non-participants, were followed from entry through spring 1990. A regression analysis and other data analysis techniques were used to determine the statistical significance of differences observed between MAP participants and non-participants. Results indicate that MAP participants had significantly higher grade point averages than do non-participants, and were retained each semester at higher rates, although significant differences in retention are only seen for the 1988 cohort. Eleven tables present study findings. (Contains 83 references.) (SLD)

ED 364 637 UD 029 618

Black Experience in Higher Education Grant. Minority Student Success Study.
SPONS. AGENCY- Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.
PUB DATE- 15 Apr 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; *Black Students; Demography; *Educational Attitudes; Educational Environment; Ethnic Groups; Mail Surveys; *Minority Groups; Racial Bias; *Racial Factors; Racial Relations; *Satisfaction; Services; *Student Attitudes; Student Experience; Technical Institutes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *African Americans; Focus Groups Approach; Midlands Technical College SC

To determine the satisfaction of minority students with the programs and services of Midlands Technical College, a survey of African American students was conducted in fall 1991. Surveys mailed to 2,217 students were returned by 252 (11 percent response rate). Students were asked about the racial atmosphere on campus, satisfaction with services and need for additional services, and basic demographic data. Twenty-six percent of those responding were male, and the average age was 27 years. There were no significant differences in the responses of males and females. At least 70 percent of the respondents agreed that their advisors helped them select courses that matched their interests and abilities, that students of various racial and ethnic backgrounds get along well, and that all students at the college feel welcomed. Twenty-two percent of the respondents indicated that they had experienced racism on campus. Classroom instruction and admissions programs were rated as excellent/good by over 70 percent of the respondents. Potential workshop topics and some

MacPhee); "Reinventing Excellence" (Stephen L. Weber); "Economic Growth and Public Higher Education" (Carol C. Harter); "Shaping a Mission and Maintaining Access for Community Colleges for the 1990s and Beyond" (Lawrence H. Poole); "Community Colleges: Critical Crossroads" (Roger C. Andersen); "Higher Education and Choice: The Burden of Freedom" (D. Bruce Johnstone); "Free Speech on Campus" (Lois B. DeFleur); "Drawing Lines at Nassau Community College" (Sean A. Fanelli); "Values as Guideposts" (William C. Merwin); "New Beginnings" (Jacqueline D. Taylor); "Campus Art: From the Fringe to the Center" (Joseph C. Burke); "A Season for Leadership" (William R. Greiner); "Leadership, Our Responsibility, Our Choice" (H. Patrick Swygert). Appendices include lists of officials at the State University of New York. Contains an index. (GLR)

ED 364 183 HE 026 987

Williams, Geoffrey J.
A Youth Guarantee: Towards Education and Training for All from 16-19. St. Catharine's Conference (Windsor, England, United Kingdom, November 1988). Report No. 13.
PUB DATE- Nov 88
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; *Adolescents; Age Groups; Curriculum Development; Discussion Groups; Financial Needs; Foreign Countries; *Futures (of Society); Higher Education; *Labor Needs; Prevocational Education; Speeches; *Vocational Education; Young Adults
IDENTIFIERS- *England

This report presents summaries of speeches given at a conference held at Cumberland Lodge (England) in 1988 on the subject of education and training of young people between 16 and 19. The guarantee of either a training or an educational program for all in this age range is explored and the issue of deferring full-time employment to age 18 or 19 is argued. The social and moral aspects of education in the rush to meet economic and technological demands of society are addressed. Areas discussed include questions of access, examinations and qualifications, and issues surrounding actual implementation of education and training initiatives from the consumer perspective. Points of agreement from two main discussion groups are the following: (1) age 18 should be the normal entry point into full-time employment; (2) there should be a wide variety of provision for 16-19 year olds for which effective collaboration between providers is vital; (3) flexibility is essential, maximizing choice; (4) new access routes to further and higher education need to be developed; (5) a comprehensive framework of assessment is required; (6) an awareness of career possibilities and personal skill potential need to be fostered in young people long before age 16 to enable them to select sensible career paths; and (7) additional funding and resources (possibly involving industry) are needed. (GLR)

ED 364 184 IR 016 255

Eastmond, J. Nicholls, Jr.; And Others
An Evaluation of the "Hablar et Parler" Videodisc Program.
SPONS. AGENCY- World-Wide Education and Research Inst., Salt Lake City, Utah.
PUB DATE- Mar 93

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
Papers/Essays (120)
DESCRIPTORS- Case Studies; *Change Strategies; Computer Literacy; *Computer Uses in Education; Cybernetics; *Educational Change; Educational Improvement; *Educational Innovation; Elementary School Students; Elementary Secondary Education; Epistemology; Mathematics Instruction; Science Instruction; Secondary School Students; Teachers
IDENTIFIERS- LOGO Programing Language; Piaget (Jean)

Seymour Papert, who holds the Lego Chair for Learning Research at the Massachusetts Institute of Technology, looks back over a decade during which American schools acquired more than three million computers and assesses progress and resistance to progress. Stories about visionary teachers who have used computers to enrich learning provide a glimpse of this potential, but school as an institution has resisted. Technology should not be an add-on to a preconceived system of education. The book is particularly critical of the schools' way of isolating the computer in a separate room where computer literacy becomes just another subject or using computer-aided instruction as a new technology for teaching the same old curriculum. In the proposed vision, the computer will be as much part of all learning as the pencil and the book have been in the past. With the new computer-based media, children will master areas of knowledge that are now inaccessible. Self-directed work will allow an unprecedented diversity of learning styles and opportunity for students to learn to take charge of their own learning. (Contains 16 references.) (KRN)

ED 364 202 IR 016 286

Barron, Ann E.; Orwig, Gary W.
New Technologies for Education: A Beginner's Guide.
PUB DATE- 93
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - General (050)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Glossaries; Higher Education; Hypermedia; Illustrations; Inservice Teacher Education; Interactive Video; Local Area Networks; Multimedia Instruction; Optical Data Disks; Optical Disks; Telecommunications; Teleconferencing; Videodisks
IDENTIFIERS- Digital Imagery; Vendors

Designed for teachers, library media specialists, and educational administrators, this guide offers an objective overview of the full range of newer educational technologies. Presented in easy-to-understand terms, each chapter covers the advantages, disadvantages, and educational applications of one technology. Technologies covered are CD-ROMs, interactive videodisc, digital audio, digitized video applications and techniques, hypermedia, local area networks, telecommunications, and teleconferencing. Scenarios are used to illustrate possible applications. Detailed graphics throughout the book provide configurations and illustrations of hardware, software, and the like. Chapters contain contact information for software and hardware vendors, up-to-date reference materials, and glossaries. The book is also designed for use in conjunction with in-service technology training. To facilitate in-service workshops, each chapter was written to be independent of the others. Each chapter includes a camera-ready brochure, summarizing the topic, which can be copied and distributed for urban, sixth-grade classrooms using computers with QUILL writing software. The report argues for and illustrates an approach to the study of writing that integrates ethnographic analysis of classroom interaction with linguistic analysis of written texts and teacher/student conversational exchanges. The authors use as an analytic construct the notion of a classroom writing system to explore relationships among classroom context, computer-based innovations, writing practices, and actual texts. The report of the two-year study is divided into six sections: (1) definitions and development of the construct of a classroom writing system; (2) description of writing systems in the classrooms studied; (3) use and meaning of the computer, including the function of the computer, student expertise, social interaction, amount and kind of writing produced, gender and ability differences, and teacher attitude; (4) interpretive analysis of individual texts bringing together ethnographic, conversational, and textual data and the interactions that influenced them; (5) conflicting purposes within classroom writing systems, including stated purposes, school purposes, and student purposes; and (6) implications for equity, writing instruction, evaluation of innovations, and teacher education. (Contains 40 references.) (KRN)

ED 364 222 IR 054 246

Schuneman, Anita P., Comp.
Creating an Academic Librarians' Research Resources Guide: Process Description and Sample Document.
PUB DATE- Feb 92
NOTE- 12p.; Revised title; originally listed as "Resources for Research Available to University of Colorado at Boulder Librarians."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Computer Networks; Consultants; *Financial Support; Grants; Higher Education; Librarians; *Library Research; Models; Research Methodology; Statistical Analysis; Word Processing; Workshops; Writing for Publication
IDENTIFIERS- University of Colorado Boulder

Intended to serve as a model for those wishing to assist librarians in conducting research, this guide describes the funding sources and computing, consulting, writing, and other resources available to University of Colorado Boulder librarians who want to engage in research. Sources of funding to support research are listed first, including the university and the university library, the state (Colorado Endowment for Humanities), and national sources (American Library Association, Council on Library Resources, OCLC, Special Libraries Association, National Endowment for Humanities, and Association for Library and Information Science Education). On-campus computing services that provide statistical analysis and word processing are described, together with workshops for training in computer use. Three sources of consultants for library research are also noted, as well as sources for editorial assistance, assistance in getting release time for research, and rules and regulations affecting research at Colorado University. A bibliography that lists eight books on the research-related issues of grants, research methods, statistics, and publishing concludes the guide. (KRN) concern for equity, by 52 responding institutions, but 37 used limits of a salary plan. The most important change librarians wanted to make was to obtain better funding, followed by tying the plan to performance and merit. Salary setting policies from the University of Alberta, Brown University, the University of Cincinnati, Kent State University, McMaster University, Queens University, and Temple University are presented. A flyer which summarizes the kit is also included. (Contains 6 references.) (SLD)

ED 364 241 IR 054 741

Siggins, Jack, Comp.
Academic Status for Librarians in ARL Libraries. SPEC Kit 182.
PUB DATE- Mar 92
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Academic Rank (Professional); Career Development; *College Faculty; Employment Qualifications; Evaluation Methods; Higher Education; *Librarians; Library Surveys; Nontenured Faculty; Performance; Promotion (Occupational); Questionnaires; Research Libraries; *Tenure; Tenured Faculty
IDENTIFIERS- *Association of Research Libraries; *Faculty Status

Faculty status for librarians at academic institutions has been an unresolved issue for many decades. In 1991, the Office of Management Services of the Association of Research Libraries (ARL) conducted a survey of the 107 members on the topic of faculty status. Ninety-nine responses were received. Responses clearly reveal that the term "tenure" is synonymous with security of employment in some institutions, although a variety of terms are used to mean the same condition. Most library tenure programs review the practice of librarianship, research and publications, and service, although there is a wide variation in the importance attached to each and the documentation required to establish tenure. While a majority of institutions do not assign professorial ranks to their librarians, all have adopted a system in which performance is reviewed and a degree of job security is rewarded for acceptable performance. The question of whether to endow librarians with faculty titles and status appears of less concern than the presence of some form of promotion and tenure program. Selected documents from 18 academic libraries in the United States and Canada provide examples of policy statements relating to tenure and status. A flyer which summarizes the kit is included. (SLD)

ED 364 242 IR 054 742

Roche, Marilyn M.
ARL/RLG Interlibrary Loan Cost Study.
PUB DATE- Jun 93
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Costs; Equipment; Graphs; Higher Education; *Interlibrary Loans; Library Administration; Library Personnel; Library Research; Library Surveys; Reprography; *Research Libraries; Tables (Data);

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Associate Degrees; College Role; Community Colleges; *Economic Development; Employer Attitudes; Humanities Instruction; *Job Training; *Labor Force Development; Literature Reviews; *National Programs; Needs Assessment; Program Descriptions; Program Design; Program Development; Two Year Colleges; *Vocational Education
IDENTIFIERS- *National Council for Occupational Education

Contending that the nation's community colleges should improve the training of future workers by building a national job training program based on successful components already in existence, this paper reviews seven monographs published by the National Council for Occupational Education (NCOE) since 1985 which identify, highlight, or address essential elements of such a program. The following monographs are reviewed: (1) "The National Council for Occupational Education: The First Ten Years," highlighting the NCOE's focus on human resource development on a national level; (2) "Technician Supply and Demand: How Can Community and Junior Colleges Help Fill the Need?" discussing an NCOE survey of electronics employers' needs which indicated the important role of community colleges in job training; (3) "Criteria for Excellence in Associate in Applied Science (AAS) Degree Programs," reviewing 14 criteria to increase AAS degree program effectiveness; (4) "Integrating the Humanities into Associate Degree Occupational Programs," focusing on the importance that employers place on non-technical skills; (5) "Occupational Program Articulation," identifying model articulation and "tech prep" programs nationwide and considering articulation an essential element of a national training program; (6) "Community Colleges and Economic Development," pointing to the concept of economic development as a responsibility of community colleges and describing the essentials and characteristics of economic development programs; and (7) "Productive America," proposing broader minority representation in the community colleges and changes in state and federal funding programs. (ECC)

ED 364 263   JC 930 505

Blumstein, Renee J.
Follow-Up Survey of Graduates of Preparing for Profit (PREP).
PUB DATE- Nov 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bids; Business Administration; *Business Education; *Business Skills; Community Colleges; Contracts; Education Work Relationship; *Females; Graduate Surveys; Grantsmanship; *Minority Groups; *Outcomes of Education; Program Effectiveness; *Self Employment; Small Businesses; Two Year Colleges; Two Year College Students
IDENTIFIERS- City University of New York La Guardia Comm Coll

The Preparing for Profit (PREP) entrepreneurial training seminar at LaGuardia Community College/CUNY was designed to assist minority and women business owners attain certification by public agencies and win government contracts. In summer 1993, a study was conducted of the effects of the PREP program on the businesses of a random sample of 51 of the 270 participants from 1991 and 1992. Results of the study, based on a 74.5% (n=38) response rate to telephone contacts, included the following: (1) 28.9% of participants reported that they had curriculum; (6) service in the community; and (7) sensitivity to the role of faculty in fostering a democratic society. Specific suggestions for the faculty hiring committee for each quality are included. (PAA)

ED 364 279 JC 930 546

Affirmative Action Regulations: Guidelines with Questions and Answers.
PUB DATE- Apr 93
NOTE- 44p.; Prepared by the 1992-93 Affirmative Action/Cultural Diversity Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Affirmative Action; Civil Rights Legislation; Community Colleges; Compliance (Legal); *Educational Legislation; Educational Opportunities; Educational Policy; *Employment Practices; *Equal Opportunities (Jobs); Government School Relationship; Grievance Procedures; *Personnel Policy; Sexual Harassment; Teacher Integration; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Developed for faculty and staff of the California Community Colleges (CCC), this report serves as a comprehensive, quick reference to revisions of the Affirmative Action Staff Diversity Regulations of Title V of the California Education Code. The report provides separate explanations of each of the 29 sections of the legislation, presents detailed answers to 17 commonly asked questions, and contains a copy of the actual legislation. The opening sections list issues addressed in the regulations in addition to hiring procedures and briefly review 13 selected sections of the Title V regulations. The next section reviews the 29 sections of the legislation, which are entitled Affirmative Action; Scope and Intent; Definitions; Policy Statement; District Plan; District Evaluation and Report to Chancellor; Advisory Committee; Responsibility, Delegation of Authority, Complaints; Recruitment; Job Announcements and Required Qualifications; Applicant Pool; Screening or Selection Procedures; Persons with Disabilities; Complaints; Applicability to Districts Operating on the Merit System; Fund Allocation; Success; Point Factors; Failure to Report; Required Report; Visitor Parking for Persons with Disabilities; Sexual Harassment and Sexual Discrimination; Responsible District Officer; Complaint; District Investigation; Administrative Determination; Final District Decision, Appeals; Forward to Chancellor; and Extensions, Fail to Comply. Questions pertinent to particular section are presented and answered. The final section of the report provides the actual legislation. (PAA)

ED 364 280 JC 930 547

Student Mentoring: Responding to the Laroche Challenge. Adopted November 1993.
PUB DATE- Nov 93
NOTE- 22p.; Prepared by the Academic Senate for California Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

private post-secondary institutions to other public and private post-secondary institutions in the state in fall 1992. The report consists of nine sections. Section I provides an aggregate flow of all students in the state, while the remaining 8 sections provide data for each of the following groups: males, females, nonresident aliens, Black Non-Hispanics, Native American, Asian or Pacific Islanders, Hispanics, and White Non-Hispanics. Each section includes three matrices, showing total transfers with and without degrees; transfers with degrees conferred in 1991-92; and transfers without degrees or with degrees conferred prior to fall 1991. Receiving institutions are arranged across the top of the matrices while transferring institutions appear on the left-hand column. Highlighted findings include the following: (1) in fall 1992, 56.4% of all transfers were to four-year institutions, while 43.6% were to two-year institutions; (2) among transfers from public and private institutions to public institutions, 33.8% were from two-year to four-year institutions, 22.6% were from four-year to four-year institutions, 27.3% were from four-year to two-year institutions, and 16.4% were from two-year to two-year institutions; (3) the state's two comprehensive universities reported a net loss of transfers; and (4) the highest percent of "reverse transfers" (i.e., four- to two-year institutions) was reported for Black students (31%), while the highest percent of two- to four-year transfers was for Native Americans (42%). (PAA)

ED 364 296 JC 940 013

Selinger, Barry; And Others
Starting at the Top: Using Hierarchical Structure To Train College Students To Summarize.
PUB DATE- Mar 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5-9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Community Colleges; *Learning Processes; Learning Strategies; *Reading Skills; Reading Writing Relationship; *Recall (Psychology); *Remedial Instruction; *Retention (Psychology); Two Year Colleges; Two Year College Students; Writing Instruction; Writing Skills

A study was conducted of the effectiveness of summarization training as a means of improving reading comprehension and retention among developmental English students in a community college. A sample of 58 community college students in five developmental reading classes was randomly assigned to either a summarization treatment or control group. The control group received training in vocabulary and comprehension for 1.25 hours per week for 5 weeks. The summarization training group received instruction for the same amount of time on identifying the central thesis, major concepts, and details closely supporting these concepts. Both groups were assigned, graded, and given feedback on related assignments. After training, both groups were tested on summarization and reading, and 1 week later, on delayed recall of the last passage summarized. The summarization training group performed substantially better than the control group on the summarization post-test. Almost 73% of the summarization training group included 70% or more of

Kuperminc, Gabriel; And Others
The Role of Family Conflict and Joint Decision-Making in Adolescent Problem Behavior.
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 24-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Antisocial Behavior; Behavior Change; *Behavior Problems; *Conflict Resolution; Delinquency; Family Environment; High Schools; High School Students; *Mothers; *Parent Child Relationship; Sexuality; Substance Abuse
IDENTIFIERS- *Conflict Management; Family Rules; Housework; Rule Breaking

This study examined amount and type of mother-adolescent conflict and joint decision making in predicting a syndrome of adolescent problem behavior. Subjects, 73 adolescents ages 14 to 18 and their mothers, completed measures of conflict and decision making related to everyday household routines, adolescent deviant behavior, and adolescent behavior toward others. In addition, adolescents reported their engagement in delinquency, unprotected sexual activity, and substance use. Results indicated that higher levels of conflict over adolescent deviant behavior were associated with higher levels of problem behavior, and there was evidence to suggest that conflict over everyday household routines was associated with lower levels of problem behavior. Increased proportions of joint decision making were also associated with less problematic behavior, although only slightly. Results are consistent with a model in which effective management of family conflict, including joint decision making, may play an important role in promoting adolescent autonomy and limiting the extent to which young people engage in problematic behavior. (BB)

ED 364 314 PS 021 622

Wagner, Debra L.
Preschool Integration from Teacher and Parent Perspective.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Disabilities; Early Childhood Education; Exceptional Child Research; *Mainstreaming; *Parent Attitudes; Preschool Children; Questionnaires; Special Needs Students; *Teacher Attitudes
IDENTIFIERS- Normal Children

A study was undertaken to examine the attitudes of parents and teachers toward the integration of young children with special needs and typically developing children into the same early childhood settings, and to determine any significant differences between the teachers' and parents' attitudes. An integration questionnaire was administered to 30 teachers and 30 parents of 3-, 4-, and 5-year-old children in Hardin County, Ohio. Respondents were asked to rate 10 statements on integration of students with special needs, using a 4-point scale to indicate their level of agreement or disagreement, agent, females' scores were significantly more "agent" than males; (3) college freshmen were more "agent" than 9th graders and were significantly more externally controlled than 11th graders; (4) college freshmen rated their mothers as more authoritative than did 11th graders; (5) college freshmen females scored higher than 9th grade females on expressiveness; (6) college freshmen scored lower than 9th graders on perceived control in their families; (7) males rated their fathers as more authoritative than did females; (8) females rated their families as higher on conflict than did males; and (9) responses from mothers and adolescents were significantly correlated on 7 of the 10 subscales, while responses from fathers and adolescents were significantly correlated on only 1 subscale. (AC)

ED 364 332 PS 021 875

Heaviside, Sheila; And Others
Public School Kindergarten Teachers' Views on Children's Readiness for School. Contractor Report. Statistical Analysis Report. Fast Response Survey System.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Kindergarten; Learning Readiness; National Surveys; Parent Participation; *Preschool Teachers; Public School Teachers; *School Readiness; *Teacher Characteristics; *Teaching Methods
IDENTIFIERS- *Professional Judgment; Teacher Surveys

As one step in the process of developing consensus on the definition of school readiness, the National Education Goals Panel requested a survey about the current beliefs and professional judgments of public school kindergarten teachers regarding school readiness. Conducted by the National Center for Education Statistics in the spring of 1993, the survey covered three general areas: (1) public school kindergarten teachers' judgments and beliefs about school readiness; (2) the characteristics of the teachers' kindergarten classes and their practices in these classes; and (3) the teachers' background characteristics. This document details the results of that survey. Of the over 1,300 kindergarten teachers surveyed, the great majority (96%) held the view that the most important factor, for kindergarten readiness is for the child to be physically healthy, rested and well nourished. A majority also believe that children should be able to communicate wants, needs, and thoughts verbally and that enthusiasm and curiosity are more important for school readiness than knowledge of the alphabet or counting ability. While most teachers believe that school readiness cannot be pushed, 94% also believe that they can enhance a child's readiness by providing helpful experiences; moreover, they are almost universally agreed that parents should read to their children and play counting games at home regularly to help children prepare for school. More than half of the document consists of tables of estimates and standard errors. Eight figures and five text tables are also included, and a copy of the survey is appended. (MM)

ED 364 333 PS 021 882

provide elders at a long-term care facility and children at the on-site daycare center with opportunities to interact with one another for the social and emotional betterment of both groups. Participants in the program included 17 children and 30 elderly adults, 12 from the facility's adult daycare program and 18 facility residents. Daily interactions were either spontaneous, scheduled, or planned special events in a variety of settings including an intergenerational room as well as public areas of the nursing home and adult daycare center. Data were gathered from pre- and post-program surveys completed by the children's parents and the elders, and a post-program director's and administrator's survey. As projected at the beginning of the program, results indicated: (1) the program was beneficial to the children and the elders; (2) the children demonstrated a positive attitude toward the elders; (3) the elderly participants enjoyed the children and the intergenerational program; and (4) the program helped create a home-like, family atmosphere at the long-term care facility. Contains 56 references and examples of the survey instruments. (TJQ)

ED 364 352   PS 021 965

Bernick, Rivian; And Others
School and Family Conferences in the Middle Grades. School and Family Partnership Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Planning; Elementary School Teachers; Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Teacher Conferences; Program Descriptions; Secondary School Teachers; *Student Educational Objectives; Student Evaluation; *Student Role; *Teacher Behavior

Intended to help middle grade teachers and school leaders explore conferences as a communication strategy for school family partnerships, this booklet provides guidelines for designing or refining a conference format to meet the needs of teachers, students, parents, and families. Following an introduction, the first section examines scenarios that illustrate how four schools designed conference formats for their particular needs. The four formats considered are: (1) the advisory conference, which involves principals, counselors, and teachers in leading advisory groups of approximately 18 students in grades 6 through 8; (2) the student-led conference, during which students in grades 5 through 9 present to parents and teachers a portfolio of assignments and self-assessments; (3) the arena conference, which offers parents an opportunity to meet with each of their children's teachers on a one-on-one basis; and (4) the team conference, which involves teams of teachers, support personnel, and administrators meeting with parents and families in three different types of conferences. The second section discusses elements for effective conferences, including school policies that promote best practices and strategies found to work well in actual conference settings. A comparison chart that breaks down conference elements for the four scenario schools is also included in this section. The booklet concludes with an annotated list of seven resources. (AC) districts throughout Vermont. The teaching experience of interviewees spanned six decades from the 1930s to the 1980s. Results were used to generate a profile of a committed or dedicated teacher. Such a teacher: (1) might describe teaching in terms of a calling or mission; (2) continues to teach as rewards diminish; (3) exhibits enthusiasm and devotion in the face of adversity; (4) embraces the service mission of teaching; (5) holds detailed abstract concepts about teaching as a profession; (6) can reflect on own teaching; (7) can link personal mission in life to organizational mission; (8) expresses concern for fellow teachers and students; and (9) expends above average amounts of time and energy at work. Teacher time and wealth spent could provide quantifiable measures of teacher commitment and dedication. Outstanding and excellent Vermont teachers of all eras have spent their own money and given great quantities of discretionary time to their students in support of improving education. Contains 65 references. (SV)

ED 364 371   RC 019 388

Stephens, E. Robert; Haughey, Charles F.
Organizational and Operational Features of State Rural Education Interest Groups.
PUB DATE- 14 Oct 93
NOTE- 42p.; Paper presented at the Annual Meeting of the National Rural Education Association (85th, Burlington, VT, October 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Advocacy; Educational Policy; Elementary Secondary Education; Organizational Effectiveness; *Organizational Objectives; Organizations (Groups); Policy Formation; *Rural Education
IDENTIFIERS- *Interest Groups; Organizational Research; *State Associations

In many states, rural school districts or interested individuals have formed statewide interest groups to influence policy decisions related to rural education. Potential state rural education interest groups were identified through contacts with national and regional education associations and regional educational laboratories. Of 19 identified groups, 13 responded to a survey concerning their goals, operations, and organizational characteristics. Respondent groups had been established between 1974 and 1992. Common purposes include serving as state advocates for rural education, developing and promoting state rural education policies, offering technical assistance to rural educators, and engaging in research and analysis of contemporary issues facing rural education. Findings also covered organizational governance, affiliations with other organizations, composition and size of membership, dues structure, role of the executive officer, other salaried staff, use of contracted services, office or other housing, programs and services, annual budget, sources of revenue, and special assessments. Analysis of the results suggests that the great majority of groups have a common vision and are strongly committed to their mission. However, with a few noteworthy exceptions, the capacity of most groups to exert influence is seriously constrained by inadequate size, lack of adequate and definite financial support, and lack of adequate management and leadership support system. Such deficiencies may be remedied as these very young organizations mature. (SV) reports, conference papers, Congressional hearings, and books. Entries cover such topics as diabetes, women and children, health education, nutrition education, health services, dental health, mental health, obesity, mortality, and prenatal education. Each entry includes title, author, publisher, publication date, language, descriptors, and the National Agriculture Library call number. Some entries contain additional bibliographic information and an abstract or annotation. Also included are indexes by author and subject and information about interlibrary loan from the National Agricultural Library. (LP)

ED 364 391 RC 019 413

John, Patricia La Caille
Rural Leadership: January 1980 - April 1993. Quick Bibliography Series: QB 93-51. Updates QB 91-117.
PUB DATE- Jul 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Community Action; Community Leaders; Elementary Secondary Education; Government Role; Higher Education; Leaders; *Leadership; *Leadership Training; Resource Materials; *Rural Areas; *Rural Development; Rural Education; *Rural Extension; Small Towns; Youth Programs
IDENTIFIERS- *AGRICOLA

This bibliography contains 163 entries related to rural and community leadership. The entries were derived from the AGRICOLA database produced by the National Agricultural Library and include journal articles, Extension bulletins, books, conference papers, and government reports. Entries cover such topics as leadership training, community leadership, rural development, team teaching, educational programs, related rural extension activities, government role, and programs for adolescents and young adults. Each entry includes title, author, publisher, publication date, journal or conference information (where appropriate), language, descriptors, and the National Agricultural Library call number. Some entries contain an abstract or annotation. Also included are indexes by author and subject and information about interlibrary loan from the National Agricultural Library. (LP)

ED 364 392 RC 019 414

Land-Grant Status for Certain Indian Colleges. Report To Accompany S. 1345 from the Committee on Indian Affairs, United States Senate, 103d Congress, 1st Session (November 2, 1993).
PUB DATE- 19 Nov 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indians; Colleges; Federal Aid; *Federal Legislation; *Financial Support; Higher Education; *Land Grant Universities; *Tribally Controlled Education
IDENTIFIERS- Bureau of Indian Affairs Schools; Congress 103rd

This report provides background on Senate Bill 1345 to establish land-grant status for 24 tribally controlled community colleges, 2 tribally controlled vocational colleges, 2 Bureau of Indian Affairs postsecondary institutions, and the Institute of American Indian Arts. Brief sections describe the history of learning mathematics, their autonomy with mathematics, and their constructed knowledge from the unit on functions. The interviews were treated as case studies and were examined individually and then cross-compared. Autonomy and beliefs were found to be integral to the students' conception of mathematics and influenced how problems were approached and mathematics learned. Further study in the formation and modification of beliefs and in the interplay between beliefs, autonomy, and learning in actual classroom contexts is suggested. Contains 71 references. (PDD)

ED 364 411   SE 053 841

Wilson, Melvin R.
One Preservice Secondary Mathematics Teacher's Evolving Understanding of Mathematical Functions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Case Studies; Cognitive Development; *Functions (Mathematics); High Schools; Mathematics Instruction; Mathematics Teachers; *Preservice Teacher Education; Qualitative Research; Schemata (Cognition); Secondary Education; Secondary School Mathematics; *Teacher Education Programs
IDENTIFIERS- Pedagogical Content Knowledge; Preservice Teachers; Subject Content Knowledge

This case study report provides information that can be useful in implementing rational changes in mathematics teacher education. Considering teachers' thinking about a specific mathematical topic, such as functions, allows one to better understand the broader domain of teachers' mathematical thinking and its influence on teaching and learning. This study used the categories of concept definition and concept image as described by Vinner and Dreyfus to examine the evolving knowledge and beliefs of a preservice secondary mathematics teacher as she participated in a mathematics education course that emphasized mathematical and pedagogical connections and applications of the function concept. Her conceptions were revealed over a 10-week period through interviews, observations, and written work. The teacher's initial understanding of functions as computational activities (e.g., function machines, point plotting, vertical line test) was consistent with her larger view of mathematics as a collection of concrete procedures. Although her understanding of function grew substantially during the study, her anticipated approach to teaching, which was dominated by her narrow view of mathematics, was less significantly affected by course activities. Contains 26 references. (Author/MPN)

ED 364 412   SE 053 844

Erickson, Dianne K.
Middle School Mathematics Teachers' Views of Mathematics and Mathematics Education, Their Planning and Classroom Instruction, and Student Beliefs and Achievement.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American

IDENTIFIERS- Equality (Mathematics); Implicit Verbal Behavior

Findings from two studies of fourth grade children learning the concept of mathematical equivalence are presented. The questions studied were: (1) Can knowledge conveyed in gesture but not in speech be tapped by a recognition technique; and (2) Does having implicit knowledge that is expressed in gesture but not in speech have implications for learning? The first question was addressed in a study of 17 fourth grade students who solved six pretest problems of the form 3   4   5 = ---   5 incorrectly. The students were presented six additional problems, one at a time, and were asked to rate the acceptability of six preferred solutions to each problem derived from strategies children often use. The second question was addressed in a study of 43 students who were unsuccessful on a pretest of six addition and four multiplication problems similar in form to the above example. These students were trained in the concept of equivalence and were retested. Results suggest that the knowledge a child expresses in gesture but not in speech reflects the first step in acquiring a concept and sets the agenda for future learning. (DE)

ED 364 434   SE 054 087

Programs and Abstracts of the Annual Meeting of the Society for College Science Teachers (Boston, Massachusetts, March 25-28, 1992). Volume 12.
PUB DATE- 92
NOTE- 44p.; The Society for College Science Teachers is an affiliate of the National Science Teachers Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Research; *College Science; *Computer Assisted Instruction; Concept Formation; Educational Research; Higher Education; *Problem Solving; *Science Instruction; Science Teachers; Scientific Concepts; Scientific Literacy; Teacher Education; *Writing Assignments

The program and abstracts of the presentations of the 1992 meeting of the Society for College Science Teachers are the topics of this report. Society officers are listed, a history of the society is provided, and membership information is given. The presentations reflect different topics in the teaching of college science. The abstracts of presentations include the presenter's address. Abstracts of regional meetings for the society are also given. (PR)

ED 364 435   SO 022 412

Broken Squares.
PUB DATE- 75
NOTE- 15p.; For a related booklet, see SO 022 413.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Chinese Culture; *Cooperation; Cultural Activities; Cultural Education; *Educational Games; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Foreign Culture; Instructional Materials; Learning Activities; *Problem Solving; Teaching Methods
IDENTIFIERS- *Broken Squares; China

Cooperation is one of the central motivating forces in the economic and social organization of China. This unit utilizes a

ED 364 459 SO 023 471

Hamblen, Karen A.
The Emergence of Neo-DBAE.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Cultural Pluralism; *Curriculum Development; Decision Making; *Educational Theories; Elementary Secondary Education; Interdisciplinary Approach; Student Evaluation
IDENTIFIERS- *Discipline Based Art Education

This paper proposes that the original theory and practice of discipline based art education (DBAE) of the 1980s are undergoing significant changes, and that Neo-DBAE is emerging in the 1990s. Changes in original DBAE theory and practice of the 1980s are discussed, and reasons for such changes are proposed. Some identified changes are: more encompassing curriculum content, an integration of art with other subject areas, and variable forms of assessment. It is suggested that Neo-DBAE is a response to postmodern developments, reform movements, multiculturalism, and teacher proactivism. Neo-DBAE is also the result of criticisms of original DBAE theory and practice in the 1980s. This study consists of a discussion of the following: (1) DBAE theory and practice in the 1980s, (2) theory and practice in the 1990s that suggest the development of Neo-DBAE, (3) characteristics of Neo-DBAE, and (4) factors contributing to the emergence of neo-DBAE. DBAE is defined as a theory of art instruction that emphasizes the disciplinary character of art and the study of art for its own sake. DBAE proponents proposed that art study consist of studio production, art criticism, art history, and aesthetics, with written curricula, and content of the four areas sequenced within and between grades. Learning outcomes would be identifiable and assessed through formal measures. Neo-DBAE is characterized as somewhat post modern in that it incorporates aspects of multiculturalism and collective decision making. It is contextually responsive to the needs of teachers and students, and allows for variable learning outcomes. (DK)

ED 364 460 SO 023 472

McBride, Lawrence W.
Toward a More Gentle Time, Probably: The Bloomington-Normal Black History Project Curriculum Materials.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Black History; *History Instruction; Instructional Materials; Local History; *Primary Sources; Secondary Education; Teaching Methods; United States History
IDENTIFIERS- African Americans; Bloomington Normal Black History

other resources available from the Study Circles Resource Center. (NLA)

ED 364 482 SO 023 621

Teaching Teachers about Law in the 90s: Models, Methods, and Means.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Higher Education; *Law Related Education; *Laws; Program Descriptions; *Teacher Education; *Teaching Methods; *Teaching Models; *Workshops

This document is a compendium of teacher education strategies intended to strengthen law related education efforts by providing ideas, activities, and experiences drawn from the perspectives of veteran teacher educators. The book grew out of a conference on advanced law related education leadership exploring what is known about preparing precollegiate teachers for the 1990's and beyond. This comprehensive volume includes diverse inservice teacher education programs, ranging from creative strategies for workshops of short duration to summer institutes of several weeks. Preservice models for infusing law relate education into college and university teacher preparation courses are highlighted. In addition to presentations of exemplary preservice and inservice teacher education programs, an important element of the conference was reflective discussions among teacher education faculty, school district staff development specialists, and law related education program directors. The volume is divided into two parts. The first includes six articles on preservice models. Articles in this section discuss training future teachers in U.S. government and politics, integrating law related education into social studies using language arts methods, and a model for using law related education as a vehicle for teaching secondary social studies method courses. The second section on inservice models discusses statewide law related education certification, national teacher training workshops, graduate level programs, summer institutes for teachers, and community/school partnerships such as a mock trial program in Ohio, and the national MENTOR program of law firm/high school partnerships. (DK)

ED 364 483 SO 023 622

A More Perfect Union: An Introduction to Law-Related Education. Presenter's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civics; *Community Role; Critical Thinking; Elementary Secondary Education; *Law Related Education; Learning Activities; Mass Instruction; Program Descriptions; *Programs; Videotape Recordings
IDENTIFIERS- *More Perfect Union (A)

This document is a guide to be used when presenting the initiative for the formation of this professional development school came from teachers who were dissatisfied with the environment of their school and who wanted a vehicle for improving the school and their own professional lives. (Contains 20 references.) (Author/IAH)

ED 364 501 SP 034 638

Lavely, Carolyn D.; And Others
At-Risk Students and Their Families. What Teachers, Principals, Counselors, Psychologists & Social Workers Can Do. Guidelines for School Districts, Schools of Education, & State Departments of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Western Michigan Univ., Kalamazoo. Evaluation Center.
PUB DATE- 93
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; *Computer Software; Elementary Secondary Education; Family Characteristics; Guidelines; *High Risk Students; Policy Formation; *Role of Education; School Districts; *School Personnel; Schools of Education; State Departments of Education; *Student Characteristics

The intent of these guidelines is to help educators (teachers, principals, counselors, psychologists, and social workers) meet the challenge posed by increasing numbers of at-risk students arriving in the schools. The guidelines, produced in collaboration with many organizations, were based on answers to the following questions: who are these students? what are their characteristics? what works with them? and what do educators need to know and be able to do to help them succeed in school and in life? Supporting software allows users to select: (1) the setting in which to apply the guidelines--school district, school of education, or state department of education;(2) which educators are to use the guidelines--teacher, principal, counselor, psychologist, social worker, or staff responsible for their preparation, supervision, and evaluation; (3) the use to be made of the guidelines--for hiring, needs assessment, or evaluation; and (4) area(s) to be investigated. Two sections of the document provide a framework for presenting the guidelines and describing how they are to be used (sample evaluation forms are included). Appendixes provide National Board for Professional Teaching Standards (NBPTS) propositions and Council of Chief State School Officers (CCSSO) principles; and a list of organizations participating in guideline development. (LL)

ED 364 502 SP 034 730

Price, Elsa C.
Learning from the Past as We Aim for the Future through Identifying Students' Learning Styles To Improve Teaching/Learning Experiences in College Students.
PUB DATE- Aug 91
NOTE- 22p.; Paper presented at the Summer Conference of the

and responsibilities of the Commission on Teacher Credentialing. Appendixes provide the professional growth requirements law and the regulations governing the professional growth requirements for future teachers. A professional growth plan and a record form are included. (LL)

ED 364 521 SP 034 855

Schuyten, G., Ed.; Valcke, M., Ed.
Teacher Education in Logo-Based Environments.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 90
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; *Constructivism (Learning); *Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; National Programs; Program Design; Program Effectiveness; *Teacher Education Programs; Teacher Educators; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Belgium; Greece; Ireland; *LOGO System; *Microworlds; Netherlands; Portugal; Spain; United Kingdom

This book is the result of a cooperative project of several European countries--Belgium, Greece, Ireland, the Netherlands, Portugal, Spain, and the United Kingdom. Each country involved provides a chapter outlining a national project or a specific organization presents its own approach and initiatives to teacher education, with particular reference to Logo. An introductory chapter presents a discussion of Logo-features, teaching and learning with Logo, the impact of Logo on teaching and learning, constructivism, the potential of Logo, and the dimensions of microworlds. The overall purpose of the volume is: to present a range of approaches to teacher education in Logo-based environments; to raise issues in relation to principles when using Logo in a teacher education environment; to define the variety of aims of teacher education in Logo-based environments; and to highlight the value of Logo in teacher education programs. Specific chapters feature a variety of examples of teacher education initiatives; key features of initiatives that influence success or failure of teacher education; approaches to the evaluation of projects; references to support materials; theoretical foundations of teacher education approaches, and specific implementations of these theoretical points of view. (LL)

ED 364 522 SP 034 856

Hassard, Jack; And Others
The TEEMS Project: A Report on Alternative Teacher Preparation of Secondary Teachers. Project Sourcebook.
SPONS. AGENCY- Georgia Professional Standards Commission, Atlanta.
PUB DATE- Jun 93
NOTE- 360p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Constructivism (Learning); *Curriculum Design; Higher Education; Holistic Approach; Institutes (Training Programs); Language Teachers;

PUB DATE- Apr 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Context Effect; *Educational Experience; Educational Practices; Educational Researchers; Elementary Secondary Education; Higher Education; *Research Utilization; *Teacher Attitudes; *Teacher Education; Teacher Educators
IDENTIFIERS- *Teaching Research

Over the last 20 years there has been a surge of activity in research on teaching. Researchers and teacher educators have also debated the merits of this research for teachers in terms of its value and the ways research can influence practice. Controversy continues about the kind and degree of influence research can have on teachers and teacher education. This report contributes to the discussion by taking a closer look at what teachers believe about the influence of research. Two groups of teachers with substantively different prior experiences with research were interviewed regarding their beliefs about the influence of research on their teaching. Three vignettes, based on a review of current literature on teachers' views of research, were constructed to elicit teachers' beliefs. Analysis of teachers' responses shows the conflicts teachers experience when thinking about the influence of research more broadly. In addition, the analysis indicates that teachers' progress through graduate programs in education typically does not broaden their view of how research can influence them. It is therefore critical that researchers and teacher educators create educative contexts in which teachers can acquire broader, more flexible views of research. (Contains 46 references.) (Author/LL)

ED 364 541 SP 034 911

Rancifer, Jesse L.
Effective Classroom Management: A Teaching Strategy for a Maturing Profession.
PUB DATE- Oct 93
NOTE- 15p.; Paper presented at the Annual Conference of the Southeastern Regional Association of Teacher Educators (40th, Nashville, TN, October 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; *Discipline Policy; Elementary Secondary Education; Job Satisfaction; Literature Reviews; *Student Behavior; *Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- *Experienced Teachers

When beginning or experienced teachers lack control over pupils in their classrooms, they do not experience job satisfaction and become increasingly ineffective in their classroom work. Based on a review of the literature, this paper provides: (1) practical, workable strategies to assist experienced and inexperienced teachers to become more effective in the classroom, to experience more job satisfaction, and to maintain or gain greater control over their students; and (2) effective classroom strategies associated with the behavior of effective teachers when they establish and maintain order, promote correlation of .61 (p   .001). Similarly, K-BIT subtests of Vocabulary and Matrices correlated significantly with the SIT-R Total Standard Score, .62 (p   .001) and .40, (p   .01), respectively. T-tests for related samples were significant for the K-BIT IQ Composite/SIT-R comparison (t = 8.54, p   .001) as well as for the Vocabulary/SIT-R and Matrices/SIT-R comparisons with the K-BIT scores significantly lower than the SIT-R score. (Contains three references and two tables.) (Author)

ED 364 559   TM 020 712

Smith, Douglas K.; And Others
WISC-III/K-BIT Relationships in Students with Learning Disabilities.
PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992). For related document, see TM 020 710.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Comparative Testing; Correlation; Elementary Education; *Elementary School Students; Females; Intelligence Quotient; *Intelligence Tests; *Learning Disabilities; Males; Test Interpretation; Vocabulary
IDENTIFIERS- *Kaufman Brief Intelligence Test; *Wechsler Intelligence Scale for Children III

The Wechsler Intelligence Scale for Children-III and the Kaufman Brief Intelligence Test were administered in counterbalanced order to a sample of 39 school identified students (28 males and 11 females) with learning disabilities. Mean age was 9 years, 3 months. The WISC-III Full Scale IQ and K-BIT IQ Composite produced a correlation of .74 (p   .001). Similarly, K-BIT subtests of Vocabulary and Matrices correlated significantly (p   .001) with the Verbal IQ and Performance IQ (.65 and .63, respectively). T-tests for related samples indicated no significant differences for the WISC-III Full Scale IQ and K-BIT IQ Composite Comparison. (Contains two references and three tables.) (Author)

ED 364 560   TM 020 713

Brecke, Fritz H.; Young, Michael J.
Training Tactical Decision-Making Skills: An Emerging Technology. Final Technical Report for Period November 1986-April 1990.
SPONS. AGENCY- Air Force Human Resources Lab., Wright-Patterson AFB, OH. Logistics and Human Factors Div.
PUB DATE- Oct 90
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Computer Assisted Instruction; Computer Software; *Decision Making; Educational Technology; Feedback; Instructional Materials; Knowledge Level; Military Personnel; *Military Training; Research and Development; *Skill Development; *Teaching Methods; *Technological Advancement; Thinking Skills
IDENTIFIERS- Tactical Air Command

Training in decision-making skills directly contributes to the combat readiness of Battle Staff Officers. More affordable, accessible, and effective training technologies are required to supplement the Command Post Exercises currently in use. This is systems will become more critical. Grades are a powerful force; they define what it means to know and do mathematics in the classroom. One figure illustrates a sample assessment page. (Contains 8 references.) (SLD)

ED 364 578 TM 020 802

Burton, Elizabeth; Linn, Robert L.
Report on Linking Study--Comparability across Assessments: Lessons from the Use of Moderation Procedures in England. Project 2.4: Quantitative Models To Monitor Status and Progress of Learning and Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Achievement Tests; *Comparative Analysis; *Educational Assessment; Elementary Secondary Education; Foreign Countries; National Programs; *Student Evaluation; Systems Development; Test Construction; Testing Programs; *Test Results
IDENTIFIERS- England; Linking Exam Results; *Linking Metrics; *National Information Systems; United States

Currently in the United States there is considerable interest in developing a system of examinations that is substantially different from the large-scale testing programs presently in use in this country. These new exams would involve a different form of assessment than current tests and would also enable greater local control over the assessments. Results of such exams would then need to be linked in some way to national standards in order to permit comparisons across schools and regions. This paper discusses some of the issues and problems involved in linking the results of such exams; studies and papers that describe experiences with linking results from the different examination boards in England provide the basis for the discussion. The two major approaches to linking exam results that have been used in England involve either the use of external exams and statistical linking methods, or judgmental audits. Advantages and problems of each of these approaches, and reasons that neither approach is satisfactory by itself, are discussed. Instead, some combination of the two would seem to be necessary. Such a system may involve use of external exams and statistical procedures to identify places where results of the exam used locally may be out of line with national standards. These cases could then be resolved by gathering additional information to determine whether the discrepancies were valid, or by performing some type of judgmental audit. (Contains 20 references.) (Author)

ED 364 579 TM 020 804

Gallegos, Arnold M., Ed.; And Others
Consumer Report on School Evaluation Models.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Evaluative/Feasibility (142)

Nine tables and an appendix containing the questionnaire. (Contains 24 references.) (Author)

ED 364 598 TM 020 846

Wang, Lin
Planned versus Unplanned Contrasts: Exactly Why Planned Contrasts Tend To Have More Power against Type II Error.
PUB DATE- Nov 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Comparative Analysis; *Hypothesis Testing; Literature Reviews; Research Design; *Research Methodology; Robustness (Statistics)
IDENTIFIERS- *Planned Comparisons; Power (Statistics); *Type II Errors; Unplanned Contrasts

The literature is reviewed regarding the difference between planned contrasts, OVA and unplanned contrasts. The relationship between statistical power of a test method and Type I, Type II error rates is first explored to provide a framework for the discussion. The concepts and formulation of contrast, orthogonal and non-orthogonal contrasts are introduced. It is argued that planned contrasts are confused on thoughtful research questions of interest and reflect researchers' rational anticipation. An OVA test or unplanned contrasts, on the other hand, do not provide desired information in many situations. It is also explained that, to control for the possible inflated error rate for unplanned contrasts which usually test a large number of hypotheses, wanted or unwanted, some Bonferroni type of corrections are invoked. It is these corrections, usually built into statistical tables, that reduce the power of unplanned contrasts. This is demonstrated through a comparison of the critical values for planned contrasts and for some popular unplanned contrasts. (Contains 27 references.) (Author)

ED 364 599 TM 020 847

Rivera, Deborah B.
Understanding Problems Faced by Classroom Teachers: An Application of Q-Methodology.
PUB DATE- Nov 93
NOTE- 41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Data Collection; Educational Environment; *Elementary School Teachers; Elementary Secondary Education; Factor Analysis; *Problems; *Q Methodology; *Secondary School Teachers; Teacher Attitudes; Test Interpretation
IDENTIFIERS- *Problems of Teaching Survey; Teacher Surveys; Varimax Procedures

This paper examines the effects of two types of data collection strategies on Q-technique factor analysis. The subjects

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Annotated Bibliographies; Developmental Disabilities; Disadvantaged Youth; Early Parenthood; Economically Disadvantaged; *Homeless People; *Outreach Programs; Pregnancy; *Program Development; Program Implementation; Subcultures; *Transitional Programs; Urban Problems; *Youth Programs
IDENTIFIERS- Streetwork

This report presents a conceptual framework for developing, reviewing, and evaluating transitional living programs (TLPs) for homeless adolescents. It is designed to be used by those in the field who are or will be developing such programs. All TLPs share basic elements and each of these is described so that TLP providers can understand what their programs need. Chapters examine special populations whose emotional, medical, or life situations present unique obstacles to their successful transition to independent living. Information is presented on these special subgroups in order to identify the issues and needs relevant to the provision of transitional living services to these populations. Program considerations are discussed for adolescents with developmental delays, for youth who are infected with the human immunodeficiency virus, and for pregnant and parenting adolescents. In addition, the report provides a 24-item annotated bibliography of "practitioner friendly" articles or works that are current, easily accessible, and significant to the development, understanding, or review of transitional living services for homeless adolescents. Finally, program profiles are offered that exemplify various aspects of "ideal" transitional living programming. (Contains 40 references.) (GLR)

ED 364 619　　　　UD 029 591

Kustaa, Friedrich Freddy
A Description and Analysis of the Perspectives on Leadership Effectiveness of African-American Student Leaders at the University of New Mexico. A Qualitative Research Study.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Black Leadership; Black Students; *College Students; Communication Skills; Higher Education; Interpersonal Competence; Interviews; *Leadership Styles; Organizational Climate; Qualitative Research; Student Attitudes; Student Government; *Student Leadership; Student Reaction; Urban Universities
IDENTIFIERS- *African Americans; *Leadership Effectiveness; University of New Mexico

This report concerns a qualitative study on African-American leadership effectiveness as perceived and defined by African-American student leaders at the University of New Mexico (Albuquerque). Six African-American student leaders (three males and three females) participated in-depth interviews. The interviews were audiorecorded and transcribed. The transcribed documents were analyzed to determine the themes from students' responses on the question of leadership effectiveness. The study did not evaluate leadership capabilities and qualities of students. The study's major objective was the creation of at least one hypothesis based on a theory of leadership grounded in the data. The students provided definitions of leadership in terms of: (1) goals of leadership; (2) charismatic leadership; (3) style of leadership; (4) dynamics of diplomacy, creativity, services with which students were less satisfied are identified. An appendix contains the survey, some comments, a guide for focus group discussions planned for further study, and a financial report. (SLD)

ED 364 638 UD 029 619

Everhart, Duane D.
An Evaluation of the Black Experience in Spartanburg Methodist College's Correctional Institutions' Higher Education Program.
SPONS. AGENCY- Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Associate Degrees; Black Students; College Students; Compensatory Education; *Correctional Education; Correctional Institutions; Criminals; Delinquent Rehabilitation; *Educational Experience; Federal Aid; *Prisoners; Program Evaluation; Self Esteem; *Student Attitudes; Two Year Colleges; White Students
IDENTIFIERS- Spartanburg Methodist College SC

The black experience in the college educational program of Spartanburg Methodist College for correctional institution inmates was studied. The college has been involved in adult education at two correctional institutions since 1983. Inmates are enrolled in an Associate of Arts program through this project funded by the Federal Government. Five surveys were developed to explore attitudes of 13 black and 26 white inmate students, general institution population (87 blacks and 48 whites), faculty, institution staff, and released students (only 2 responses). Overall, students responded positively, and more black students reported increased self-esteem and self-confidence in their educational experience than did whites. Both groups hoped to continue their educations in prison, and a small majority planned to persist in their educations after release. Results from the general institutionalized population do not make it clear whether they would enroll and pursue a college education, and many did not have the necessary educational background. Released students do not appear to have benefited greatly from the program to date. Three tables present study findings. Four appendixes contain the recruitment package, the surveys, and results of the staff survey. (Contains 13 references.) (SLD)

ED 364 639 UD 029 621

Johnson, Ralph Edward
Factors in the Academic Success of African American College Males.
SPONS. AGENCY- Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.
PUB DATE- 93
NOTE- 195p.; Ph.D. Dissertation, University of South Carolina.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Black Students; Black Youth; Class Rank; Cognitive Processes; Higher Education; High Risk Students; *Males; Mathematics Tests; Predictor Variables; Racial Identification; Religious Cultural Groups; Self Esteem;

NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; *Computer Assisted Instruction; Elementary Education; Evaluation Methods; Formative Evaluation; French; *Instructional Materials; Interviews; Observation; Problems; Questionnaires; *Second Language Instruction; Spanish; Student Attitudes; Teacher Attitudes; Teaching Guides; *Videodisks
IDENTIFIERS- Bar Codes; *Hablar et Parler; Teacher Surveys; Utah

The report evaluates "Hablar et Parler," a videodisc project that provides Spanish and French language training to elementary school age students under the supervision of a teacher who may or may not have a foreign language background. The project, which was developed by the Utah Videodisc Consortium, consists of a videodisc, a teacher's manual with bar codes, and trACE Curriculum Navigator for computerized control of video segments. The evaluation consisted of: (1) examining teaching materials; (2) observing a sample of teachers using the programs; (3) surveying students, teachers, and administrators using the programs; and (4) interviewing the management and production team. Overall attitudes toward the program were positive, and the program was found to be worth improving and disseminating further. The biggest problem observed during the evaluation was the reliability of the bar code reader. The evaluation also showed that the Spanish section did not impress viewers as much as the French section. More cultural materials were desired for both sections. The functioning of the equipment and materials could be made more teacher-friendly. Unit tests, answer sheets, and pronunciation guides would add to the program's usability. Evaluation instruments, site visit reports, summary of feedback from inservice surveys, summary of interviews with the management team, and product and materials evaluation are appended. (KRN)

ED 364 185 IR 016 267

Schnabel, Gerald E.
Factors That Influence Teacher Acceptance of Interactive Television.
PUB DATE- Jul 92
NOTE- 48p.; Master's Research Paper, St. Cloud State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Size; *Educational Television; Elementary School Teachers; Elementary Secondary Education; Enrollment Influences; Inservice Teacher Education; *Online Systems; Professional Development; Secondary School Teachers; Student Motivation; *Teacher Attitudes; Teacher Influence; Technical Assistance; Technical Education
IDENTIFIERS- *Interactive Television; Minnesota; Technology Assessment

This study examines factors that influence teacher acceptance and support of interactive television (ITV). The factors include: (1) good inservice on ITV; (2) appropriateness of subject matter; (3) student motivation; (4) class size; (5) ITV's allowing low-enrollment classes; (6) job losses or gains; (7) professional growth; (8) peer and administrative support; (9) equipment training; (10) technical support; (11) participation in decision-making; and (12) challenge. The study surveyed 55 K-educational purposes. A detailed index for the entire book provides easy access to specific topics and information. (KRN)

ED 364 203 IR 016 289

Rowe, Helga A. H.; And Others
Learning with Personal Computers: Issues, Observations and Perspectives.
PUB DATE- 93
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software Development; Computer Software Evaluation; Courseware; Educational Objectives; Educational Research; Elementary Secondary Education; Foreign Countries; Grade 6; Grade 7; Higher Education; Individual Differences; Mathematics Education; *Microcomputers; Motivation; Problem Solving; Sex Differences; Student Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- Australia; Laptop Computers; LOGO Programing Language

This book is about learning and teaching with personal computers. It is aimed at teachers, student teachers, those responsible for pre-service and in-service teacher training, school administrators, and parents. The book is arranged in four sections. Part I includes two chapters providing a theoretical framework for learning and teaching with computers. Part II contains three chapters that advocate that students regard computers as a natural and integral part of their lives. The concept of computer literacy is discussed, suggestions are made for integrating the computer into the existing curriculum, the acquisition of computer knowledge and skills is explored from the view of the teacher and the classroom culture, and questions of assessment and evaluation are raised. Part III provides the bulk of information resulting from an empirical study of 115 sixth and seventh grade students with their own laptop computers. Findings of the study include characteristics of learning with laptops, individual differences in attitudes and learning, and gender differences. Part IV deals with issues relating to the professional development of teachers who are teaching students with computers and makes some suggestions about the contribution of teachers to the evaluation and development of educational software. Forms and guidelines for evaluating courseware are included. (Contains 350 references.) (KRN)

ED 364 204 IR 016 290

Tufte, Edward R.
Envisioning Information.
PUB DATE- 90
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Art; Cartography; Charts; Color; *Design; Diagrams; *Graphic Arts; Guidelines; *Illustrations; Maps; Photographs; Visual Arts; *Visual Learning
IDENTIFIERS- *Data Display

This book presents over 400 illustrations of complex data that show how the dimensionality and density of portrayals can be

ED 364 223 IR 054 683

ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 1992-1993.
PUB DATE- 93
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Libraries; Federal Government; Federal Legislation; Financial Support; Futures (of Society); Grants; Higher Education; *Library Administration; *Library Associations; *Library Services; Meetings; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

This document consists of 12 issues (2 years) of a newsletter devoted to information and reports on issues and actions of interest to research libraries. Each of the 12 newsletters in the collection is divided into six topic areas: (1) current issues, which offers articles on topics such as library catalogs in the 21st century, libraries and scholarly communication, and the costs of interlibrary loan; (2) reports from ARL's Office of Science and Academic Publishing on publishers, book fairs, electronic publishing, serial prices and cancellation rates, electronic publishing, and other relevant information; (3) federal relations, including copyright legislation, the National Research and Education Network (NREN), budgets of federal agencies, and congressional hearings of interest to research libraries; (4) reports from the Coalition for Networked Information (CNI), such as task force meeting reports and progress on the TopNode project; (5) articles from ARL's Office of Management Services, addressing topics such as cultural diversity consulting, current management theory appropriate to librarians, and minority recruiting; and (6) ARL activities, including meeting announcements, grants received, personnel changes, and publications. (KRN)

ED 364 224 IR 054 712

Johnson, Ian M.
Education for Librarianship and Information Work in Eastern Europe. Report on Visits Sponsored by the European Commission on TEMPUS Programme, 1992 and 1993.
PUB DATE- Jun 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Foreign Countries; Higher Education; Information Centers; Information Science; International Cooperation; *International Organizations; Librarians; Library Associations; Library Development; *Library Education; *Library Schools; Technological Advancement; Training
IDENTIFIERS- Bulgaria; Czech Republic; *Europe (East); Hungary; Poland; Rumania; Site Visits; Slovakia; TEMPUS; Training Needs

Conclusions drawn from brief visits to library schools in Bulgaria, the Czech Republic, Hungary, Poland, Romania, and the Slovak Republic in 1992 and 1993 are presented. Visits were made to 10 schools, appropriate ministries, and major libraries and information centers. The visits were largely supported by the Trans European Mobility Programme for University Studies (TEMPUS), a European Community development assistance program. The purpose of the visits was to explore the potential of the Section on Education and Training of the International

Telecommunications

The purpose of this study is to provide data for making decisions on whether to buy or borrow research materials and whether to use fee-based suppliers or interlibrary loan for obtaining photocopied materials. The study is based on 1991 information collected in a survey of 76 U.S. and Canadian research libraries. The cost per transaction is broken down into the following categories: staff; networks and communications; materials delivery; photocopying; supplies; equipment and software purchase, rental, and maintenance; and direct and indirect charges for borrowing. The study highlights cost differences among geographic regions and between private and public institutions, which are due to variations in staff deployment and salaries, service levels, and numbers of borrowing and lending transactions. Analysis of the data shows that a research library spends on average $18.62 to borrow a research document or article or to purchase a photocopy of the item and $10.93 to lend a document. Staff costs represent about 77% of the cost for borrowing and lending; 16% of the total is for supervisory staff and 61% for nonsupervisory staff. A copy of the survey instrument is appended. (KRN)

ED 364 243 IR 054 743

Brent, Linda J. Buehner
Computer-Based Instruction: Effect of Cognitive Style, Instructional Format, and Subject-Matter Content on Learning.
SPONS. AGENCY- Air Force Human Resources Lab., Wright-Patterson AFB, OH. Logistics and Human Factors Div.
PUB DATE- Apr 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Measurement; *Cognitive Style; Decision Making; Higher Education; Intermode Differences; Learning; *Sex Differences; Skill Development; Student Attitudes; Tables (Data); Teaching Methods
IDENTIFIERS- Knowledge; *Presentation Mode; Text Learning

This report describes an experiment investigating the effects of cognitive style, presentation format, and task content on learning. Cognitive style was described in terms of hemisphericity (i.e., left- or right-brain influence on perception). Presentation format consisted of graphics, text, and a combination of the two. The tasks consisted of knowledge, skill, attitude, and decision-making. Fifty-nine college students participated in the study. In the knowledge task, subjects learned 10 pairs of words. In the skill task, subjects built an abstract model of a windmill. In the attitude task, subjects responded to facts and opinions on a current affairs topic. The decision-making task involved a maze problem. Subjects were tested immediately after training, 2 weeks after training, and again at four weeks after training. Results indicated the following: presentation format, gender, and hemisphericity all appeared to influence performance on the knowledge task. Presentation format and gender influenced performance on the skill task. Presentation format influenced performance on the decision-making task. Copies of skills tests, tables of dimensions of cognitive styles and possible instructional modifications for each style, and tables displaying statistical results of the study are appended. (Contains 26 references.) (Author/KRN)

ED 364 244 IR 054 744

applied for or received certification as minority or woman-owned businesses since taking part in PREP; (2) almost 60% more respondents bid on government contracts after PREP and more than twice as many attended pre-bid conferences; (3) respondents reported receiving 18 contracts totaling $646,200 from public agencies, with a median contract award of $19,000; (4) 65.8% of respondents reported that they had changed their marketing approach as a result of information received in PREP; (5) over 40% of those who purchased some type of computer equipment reported that information they learned in the PREP course was helpful in making their decisions; and (6) two-thirds of the participants who reported taking another training course besides PREP reported that the PREP course was superior, while the remaining third reported that the quality was the same or could not be compared. The survey instrument is included. (MAB)

ED 364 264   JC 930 525

Sainz, JoAnn; Biggins, Catherine M.
Call for Excellence in Urban Education: The Community College's Answer.
PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Symposium on Developing Strategies for Excellence in Urban Education (Jersey City, NJ, November 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Cooperative Learning; Economic Climate; Education Work Relationship; Functional Literacy; Learning Strategies; Learning Theories; Listening Skills; *Literacy Education; Phonics; Piagetian Theory; Program Descriptions; *Reading Instruction; *Role of Education; Speech Skills; Teaching Methods; Thinking Skills; Two Year Colleges; *Urban Education; *Whole Language Approach

While a college degree is an important economic and social resource for graduating-age students, more and more students are entering colleges and universities without the basic skills necessary to achieve academic success, and a growing number are low-literate or limited English speaking. Community colleges have an important role in ensuring vocational and academic success for these students, but it is important that, instead of offering watered-down remedial curricula, creative and vigorous approaches be utilized. Studies have consistently shown that approaches which provide basic skills training together with reasoning and critical-thinking content are effective, and research and theories related to reading development suggest that the emphasis on mastering basic skills before advancing to higher order ones are misguided. Furthermore, the importance of listening and speaking communication skills in any learning should not be overlooked, as they provide a way for low-literate students to bring their powerful intellectual skills into the learning process. One program which gives students space for exploring and expanding ideas while reading skills are developed is Easy Steps to Reading Independence (ESTRI). ESTRI features a cumulative skill-building approach and each lesson in the program focuses on recognition of consonant and vowel sounds as well as higher order skills such as inference, interpretation, and reasoning. (Contains 28 references.) (ECC)

(055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Change Strategies; College Transfer Students; Community Colleges; Faculty Advisers; Higher Education; *High Risk Students; *Mentors; Minority Groups; *Program Descriptions; Program Development; Staff Development; Student Personnel Services; *Teacher Role; *Teacher Student Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

Developed for local faculty senates and individual faculty members in the California Community Colleges (CCC), this report provides suggestions, strategies, and tips for undertaking faculty mentoring efforts aimed at increasing the persistence and transfer of underrepresented students in the CCC. Following an introduction and brief discussion of the role of teacher-student interaction in student retention and achievement, the following strategies for initiating mentoring efforts are discussed: (1) adopt the local academic senate goal of increasing the retention, completion, and transfer of historically underrepresented students; (2) include student success in the college or district mission; (3) form a mentoring committee; (4) begin with a pilot program; (5) seek administrative support; (6) provide staff time reassignments; (7) establish mentoring as a staff development activity; (8) obtain additional financial support; (9) develop a brochure; (10) develop a newsletter; and (11) develop the mentoring program. Next, the report reviews six levels of interpersonal involvement: information exchange, coaching, consulting, persuading, instructing, and mentoring. Next, strategies are listed for the recruitment of mentors, such as distributing a recruitment letter to faculty and staff and having students recruit specific faculty members as mentors. The next sections list 14 characteristics mentors should possess; review activities for the training of mentors; detail the responsibilities of mentors; describe approaches for student recruitment; review student responsibilities; and discuss the matching of mentors and students. Finally, the report lists possible mentor/student activities, including visits to four-year schools and workplaces, and social events. An annotated list of 19 CCC mentoring programs is included. (PAA)

ED 364 281 JC 930 548

Contract Education: A Background Paper.
PUB DATE- 4 Dec 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; Curriculum Development; Economic Development; Educational Finance; *Educational Legislation; Educational Policy; Income; Job Training; Labor Force Development; Performance Contracts; Personnel Selection; Program Evaluation; *School Business Relationship; *Teacher Qualifications; Two Year Colleges; *Vocational Education
IDENTIFIERS- California Community Colleges; *Contract Education

Today contract education is generally thought of as a program or course for which an employer is paying the full cost of instruction for customized training. Contract education can help faculty remain current, encourage industry to make equipment available to the college that might otherwise be too expensive, and provide employment opportunities for students information deemed necessary for inclusion in the summary, compared to 14% of the control group. For delayed recall of the material, the effect for training group was not significant, though there was a trend favoring those who were trained in summarization and those who scored highest on the post-test. Based on study findings, it was concluded that developmental students can be taught to analyze the top-level structure of reading material, across a range of cognitive abilities. (ECC)

ED 364 297 JC 940 018

Student Remediation Study.
PUB DATE- 28 May 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *College Freshmen; Community Colleges; Compensatory Education; Educational Trends; Enrollment; *Enrollment Trends; Higher Education; Private Schools; *Program Costs; Public Schools; *Remedial Instruction; Remedial Mathematics; *Remedial Programs; State Schools; State Surveys; Two Year Colleges; Use Studies
IDENTIFIERS- *Oklahoma

A study was undertaken in the Oklahoma State System of Higher Education to determine the number of students in remedial courses in the state's two- and four-year colleges in fall 1992; compare these data with findings from a similar study conducted in fall 1991; and collect data on which students needed remediation, why they required it, and in which subjects remediation was needed most frequently. Results of the study, based on responses on surveys distributed to 606 public and private institutions, included the following: (1) two-year colleges had the highest remediation level, with 13,330 students in remedial courses out of 19,468 students enrolled; (2) for all institutions, the number of remedial students increased 14% and the number of remedial enrollments increased 19% from fall 1991; (3) of all fall 1992 first-time, entering freshmen, 34% required at least one remedial course, compared to 31% for fall 1991; (4) remedial enrollments were largest in mathematics (65%), followed by English (20%), developmental reading (10%), and science (5%); (5) 43% of remedial students met or exceeded the high school core curricular requirement, down from 47% in fall 1991; (6) the level of remediation for first-time, entering freshmen admitted directly from high school remained unchanged from fall 1991 at 29%; (7) for the 1991-92 academic year, the total costs of developmental courses were $18.7 million (3.5% of the total educational and general budget), representing a 16.4% increase from the 1990-91 academic year; and (8) students admitted under the adult admission policy required the highest levels of remediation at both two-year institutions (42%) and four-year universities (55%). (MAB)

ED 364 298 JC 940 020

Stoneman, Marcia L.; Robinson, Terry L.
Marketing Your School with Multimedia Technology.
PUB DATE- 15 Nov 93
NOTE- 12p.; Paper presented at the Annual Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

with total scores ranging from 40 (indicating strong agreement with integration) to 10 (indicating strong disagreement). Completed questionnaires were received from all 60 participants. Analysis of the responses indicated that both parents and teachers were more favorable than unfavorable toward integration, with scores ranging from 20 to 40 points. Specifically, both parents and teachers indicated that if they had a child, they would prefer that he or she be in an integrated program, and that they agreed with the statement that special needs children were more alike than different from typically developing children. Finally, no significant differences in attitudes were found between teachers and parents. (BCY)

ED 364 315 PS 021 642

Davies, Don; And Others
Getting Started: Action Research in Family-School-Community Partnerships. Report No. 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Cooperative Planning; Educational Improvement; Elementary Secondary Education; Family Involvement; *Family School Relationship; Parent Attitudes; *Parent Participation; *Parent School Relationship; Policy Formation; *Program Effectiveness; *School Community Relationship; Teacher Attitudes; Teamwork

This progress report of a multi-site project involving eight elementary and middle schools examines the effects of the schools' family involvement program on children's learning; parent and teacher attitudes; school climate; and district, state, and federal policy. The report also examines the ways in which selected policies aid or obstruct school efforts to reach out to implement programs, and it identifies strategies for developing policies that support family and community involvement programs. The introductory section of the report provides information on the background and components of the project, and the purposes and questions for research. The second section discusses the changes in the relationship between the parents and teachers on the action research teams. The next section of the report provides case studies of the progress made at each of the individual schools during the first year of the project. The eight schools covered are: (1) Anwatin and Northeast Middle Schools (Minneapolis); (2) Atenville Elementary School (Atenville, West Virginia); (3) Fairfield Court Elementary School (Richmond, Virginia); (4) Ferguson-Florissant Early Education Program (Florissant, Missouri); (5) Samuel Gompers Fine Arts Option School (Chicago); (6) Patrick O'Hearn Elementary School (Boston); and (7) Matthew Sherman Elementary School (San Diego, California). The case studies include a brief description of relevant school, district, state, and federal policies which influence each program, and a description of the research design for the next 2 years. The appendix contains federal legislation contexts with funding sources. (SM)

ED 364 316 PS 021 655

Glenn, Charles L.; And Others

Lowe, Paula C.
Carepooling: How To Get the Help You Need To Care for the Ones You Love. Child Care to Elder Care Made Easier, Better, and More Affordable.
PUB DATE- 93
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Burnout; *Caregivers; Coping; *Helping Relationship; *Help Seeking; Problem Solving; Sharing Behavior; *Social Networks; *Social Support Groups
IDENTIFIERS- *Caregiver Burden; *Caregiver Practices

Those responsible for the care of another human being, such as a child, an elderly parent, or an ailing spouse, often need help and support. Carepooling is the act of caregivers exchanging day-to-day help and support. This book offers simple, effective, practical ways to exchange help and share support with friends, neighbors, and co-workers. Chapters in the first part examine topics particular to caregivers including personal values, day-to-day caregiving over time, the stresses and costs of giving too much, the difficulty of asking for help, and the decision to carepool. Chapters in the second part serve as a guide to assessing the caregiving situation, finding a carepooler, getting started, writing carepooling agreements, hiring a care provider, carepooling give and take, resolving conflicts, and reviewing the carepooling arrangement. The third part offers good reasons and solid ideas about why and how carepooling benefits everyone, and is directed to anyone considering carepooling as a strategy in their workplace, school, organization, or community. A resource list of more than 140 publications and organizations is included. (TJQ)

ED 364 334 PS 021 884

New Challenges for Head Start. Hearing on Examining Proposed Authorizations for the Head Start Program, and To Examine the Impact of the Head Start Expansion and Improvement Act of 1990, before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources, United States Senate, One Hundred Third Congress, First Session.
PUB DATE- 22 Jul 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *At Risk Persons; Child Welfare; *Federal Aid; Hearings; *Low Income Groups; Needs Assessment; *Preschool Children; *Preschool Education; Program Administration
IDENTIFIERS- Congress 103rd; Head Start Expansion and Improvement Act 1990; Program Expansion; *Project Head Start

This document provides a transcript of the proceedings of a hearing to discuss issues related to the future of Project Head Start. The document includes the prepared statements and testimony of several United States Senators and child care experts, including Senators Nancy Kassebaum, Edward Kennedy, and Dave Durenberger; Marilyn Thomas, president of Miami Valley Child Development Centers, Inc.; Delores Baynes, former Head Start parent and social services worker; Anne Doerr, Head Start center director; Joseph Mottola, Acting Commissioner of the Administration for Children, Youth, and Families; Edward

ED 364 353 PS 021 966

The At-Risk Child Care Program.
PUB DATE- Sep 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Day Care; Early Childhood Education; *Federal Programs; Federal State Relationship; Financial Support; *Low Income Groups; National Surveys; *Program Effectiveness; *State Programs
IDENTIFIERS- *At Risk Child Care Program

This report examines the extent and nature of states' participation in the At-Risk Child Care Program (ARCCP) and describes their problems and successes with it. The ARCCP was enacted in 1990 to provide child care services for children of low-income families who do not receive Aid to Families with Dependent Children and who need child care in order to maintain or accept employment. State officials, local agency representatives, and child care providers in 13 states were surveyed to determine the effectiveness of the ARCCP. It was found that, despite slow starts, most states surveyed expect to make full use of these available at-risk child care funds, that they report targeting families most at risk of going on welfare, and that states are coordinating the ARCCP with other subsidized child care programs. States do report problems with inconsistent federal regulations and funding guidelines. (MDM)

ED 364 354 PS 021 967

Bloom, Paula Jorde; And Others
Blueprint for Action: Achieving Center-Based Change through Staff Development.
PUB DATE- 91
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Change Strategies; *Child Caregivers; *Day Care; *Day Care Centers; Early Childhood Education; Evaluation Methods; Models; Needs Assessment; *Organizational Change; Program Evaluation; *Program Improvement; *Staff Development

Intended as a practical resource for early childhood center directors engaged in improving the overall quality of their programs, this guide details a comprehensive method for analyzing the different components of a program to increase the program's effectiveness, assists in diagnosing common organizational problems, and aids in selecting appropriate strategies for implementing change and evaluating progress. The guide also demonstrates how to develop a sense of responsibility for center change that is shared collectively by the staff. Chapter 1 presents a social systems model to improve understanding of the significance of day-to-day life in the child care center. Chapter 2 addresses the nature of change and provides an overview of how change occurs in child care centers. The director's role in the change process is discussed in chapter 3. Chapter 4 explores assessing the needs of the child care center as whole, while chapter 5 focuses on

ED 364 372 RC 019 389

Phelps, Margaret S.; And Others
Empowering Rural Teachers for School Change--Consequences of Involving Teachers in Educational Research.
PUB DATE- 14 Oct 93
NOTE- 19p.; Paper presented at the Annual Conference of the National Rural Education Association (85th, Burlington, VT, October 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Educational Change; Educational Cooperation; *Educational Research; Elementary Secondary Education; Rural Education; *Rural Schools; *Teacher Participation
IDENTIFIERS- *Collaborative Research; *Teacher Empowerment; Teacher Researcher Relationship

This paper describes cooperative endeavors involving a team of researchers and the staff of two rural school districts. In early 1990, the researchers asked teachers and administrators in an economically distressed rural Tennessee district (pseudonym Iris) to participate in a study determining school, community, and family characteristics related to school success. Results revealed burned out and discouraged teachers and students, uninvolved parents, and families struggling economically and emotionally. A year later, school district personnel, parents, local businessmen, and one of the researchers collaborated to develop a 4-year K-12 dropout prevention program that included a longitudinal study of dropout characteristics. Iris also became involved in a five-county economic development initiative, becoming a site in a two-way interactive television and computer network. Meanwhile, personnel from a rural school district in Kentucky (pseudonym Goldenrod) asked if a study like the one at Iris could be conducted in their school. On the whole, the findings were positive. While economic conditions and school isolation were worse than at Iris, Goldenrod teachers and students believed that the school was working for them. Subsequent contacts and visits between Iris and Goldenrod personnel resulted in new enthusiasm among Iris teachers and a sense that they could improve their school. In rural schools, the involvement of teachers in research about school effectiveness may be more potent than involvement in classroom practice research. (SV)

ED 364 373 RC 019 390

Hambrick, Kimberly; And Others
Priorities for Research on Rural, Small Schools: Results of a Delphi Study with a Panel of Rural Researchers.
PUB DATE- Oct 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Rural Education Association (85th, Burlington, VT, October 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Research and Development; *Research Needs; *Rural Education; Rural Schools

the 73 existing land-grant institutions, the benefits of land-grant status, and the present status and enrollments of the 29 Indian institutions. This committee report amends the bill and recommends passage. The bill authorizes an endowment of $23 million for the 29 institutions; an annual appropriation of $50,000 for each institution to be used for instruction in food and agricultural sciences; an annual appropriation of $5 million for state land-grant colleges entering into cooperative agreements with the designated institutions for the delivery of extension services; and an appropriation of $1.7 million for 5 years for construction of research facilities. Dr. John Tippeconnic, Director of Office of Indian Education Programs, testified that the Bureau of Indian Affairs supports the bill and points out that Indian colleges serve the special needs of the rural Indian population in much the same way as land-grant colleges serve the rural population. (KS)

ED 364 393 RC 019 415

Hayden, J. Gary
Strategic Planning: It's Essential for Rural Schools. If You Fail To Plan, You Plan To Fail.
PUB DATE- 15 Oct 93
NOTE- 7p.; Paper presented at the Annual Conference of the National Rural Education Association (Burlington, VT, October 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Planning; Elementary Secondary Education; Institutional Administration; *Long Range Planning; Master Plans; Models; *Rural Schools; *School Districts; *Strategic Planning

Strategic planning can assist a rural school district to determine its future, rather than allowing others to determine it. Strategic planning is a discipline and a process that produces a results-based, action-oriented plan for the next 3-5 years. Organizations either ascend or decline, and strategic planning can help an organization create a new growth pattern through the process of visioning the future. This is particularly important for school systems, where change can be very difficult. There are a variety of models for strategic planning. The Cambridge educational process and product model includes the following steps: (1) communicate about the need for planning; (2) collect important organizational data before planning; (3) select a planning team of 25 people; (4) develop components of the strategic plan at the first planning session; (5) communicate the proposed plan to stakeholder groups; (6) develop action plans to implement each component or strategy; (7) conduct a second planning session to consider each action plan; (8) summarize the final plan; (9) have the board of education approve the plan; (10) implement the plan; and (11) update annually. Plan components include belief statements, mission statement, parameters, internal analysis, external analysis, organizational competition, critical issues, objectives, strategies, and action plans. All stakeholder groups must be represented on the planning team, which must develop the strategic plan by consensus. (SV)

ED 364 394 RC 019 416

Cook, Annabel Kirschner
Population Change: Know the Trends in Your Community. Coping with

Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Case Studies; Change; Elementary School Teachers; Intermediate Grades; Junior High Schools; *Junior High School Students; *Mathematics Achievement; *Mathematics Instruction; *Mathematics Teachers; Middle Schools; *Problem Solving; Secondary School Teachers
IDENTIFIERS- Middle School Students

The purpose of this exploratory research was to examine two middle school mathematics teachers' views of the nature of mathematics and their perceptions about the purpose of education as it translates into planning for instruction and teaching. In addition, students in one seventh grade mathematics class of each teacher were surveyed about their perceptions/beliefs about mathematics. Change in the students' perceptions/beliefs and mathematics achievement over the course of one year were considered. Data collected, including results from teacher and student questionnaires and student achievement tests, are summarized in the main body of the text. Results indicate that viewing mathematics mainly as a tool for solving application problems is a less powerful guide to teaching than viewing mathematics as a problem-solving process, at least with regard to student success in the area of beliefs and achievement. Implications for inservice teacher education programs are discussed. Contains 23 references. (Author/MKR)

ED 364 413 SE 053 845

Langenfeld, Thomas E.; Pajares, Frank
The Mathematics Self-Efficacy Scale: A Validation Study.
PUB DATE- Apr 93
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *College Students; *Construct Validity; *Factor Analysis; Higher Education; *Mathematics Education; Mathematics Instruction; *Self Efficacy; Test Reliability; Validity
IDENTIFIERS- *Mathematics Self Efficacy Scale

A factor analysis study provided empirical evidence of the validity of the modified Mathematics Self-Efficacy Scale (MSES) and its three subscales: mathematics problems self-efficacy, mathematics tasks self-efficacy, and college courses self-efficacy. The MSES was administered to 522 undergraduate students from three state universities and internal consistencies were calculated for each of the three scales and the composite MSES using Cronbach's alpha. A principal component analysis led to the interpretation of a five-factor solution and a higher-order analysis provided evidence of a unitary structure to the MSES. Although the general structure of the MSES was validated, the study indicated specific constructs and inadequacies that need to be carefully analyzed by researchers using MSES. The college courses self-efficacy scale measured two separate constructs that have significantly different implications for differing substantive questions. The mathematics problems self-efficacy scale has limitations that need to be evaluated. Self-efficacy is a context-specific construct, and researchers who fail to evaluate the game called "Broken Squares" to initiate a discussion of the concepts of cooperation and competition as possible models for problem solving. In the game, students are confronted with a group task and provided with guidelines for accomplishing the task. Through their own experiences at solving the group "problem," it is intended that students will increase their awareness of how individual attitudes and behavior affect group achievement. Following the game, students engage in a general discussion of the role of cooperation and/or competition played in the game, and then apply their experiences to the case of the China. The unit is intended for use with elementary, secondary, or continuing education students. (DB)

ED 364 436 SO 022 413

Chinese Calligraphy.
PUB DATE- 75
NOTE- 17p.; For a related booklet, see SO 022 412.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chinese; *Chinese Culture; Cultural Activities; Cultural Education; Foreign Countries; Foreign Culture; Higher Education; *Ideography; *Instructional Materials; *Manuscript Writing (Handlettering); Secondary Education; Teaching Methods

This unit is designed to introduce secondary or post-secondary students to the ancient art of Chinese calligraphy through step-by-step instructions on writing Chinese characters. Because each character is made up of a series of single brush strokes, it is believed that if students learn to recognize these as components of completed characters, the written Chinese language will become less forbidding. It also is hoped that the unit will encourage students to experience the rhythm and sense of design in Chinese writing, thereby bringing an aesthetic dimension to their understanding of Chinese language. (DB)

ED 364 437 SO 022 425

Women in Government: Selected Sources from the Collections of the New York State Library. A Bibliography.
PUB DATE- Mar 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; Employed Women; *Federal Government; *Females; *Library Materials; Resource Materials; *State Government; State History; Women Administrators; Womens Studies
IDENTIFIERS- *New York

This bibliography lists selected resources of the New York State Library that explore the lives and times of women in federal and New York State government. In addition to biographies, autobiographies, memoirs, journals, and diaries, the bibliography contains references to working conditions in government service, politics, and a female perspective on appointive and elective office. The bibliography highlights many of the New York State Library's collections, including the depository collections of federal and State documents. (DB)

ED 364 438 SO 022 944

Paulston, Rolland G.; Liebman, Martin

Project; *Illinois (Bloomington); *Illinois (Normal)
This document consists of six lesson plans and primary source materials on the history of black people in the Illinois cities of Bloomington and Normal. The plans were developed for the Bloomington-Normal Black History Project which concentrates on recovering and recording the history of blacks in those two cities. These pilot editions are intended to be useful to teachers at grade levels 6 through 12 who are looking for materials to help students gain insight into the African American experience in U.S. history, particularly in small towns and cities. Topics for the lessons include: (1) the abolition of slavery; (2) school desegregation, which took place in 1984 in Bloomington, Illinois; (3) business history of Bloomington's black businesses from 1855 to 1915; (4) local government and elections; (5) housing patterns that identify human migration patterns, and the family as a focal point of the community; and (6) a memoir that covers the period from 1920 to the present. The lesson plans include themes from U.S. history, skill objectives, a description of the focus of the lesson, suggested procedures, possible ways to extend the lesson in other directions, and suggested readings. Each lesson draws heavily on primary sources such as newspaper articles, business directories, legal documents, charts and graphs, U.S. census documents, and the memoir. Procedures include identifying and analyzing the primary source document for that lesson. A handout copy of the primary source document being studied is included in each lesson plan. (DK)

ED 364 461 SO 023 481

319 Current Videos and Software for K-12 Law-Related Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; Citizenship Education; *Courseware; Elementary Secondary Education; *Law Related Education; Optical Disks; Social Studies; Videotape Recordings
This publication assembles into one volume a comprehensive listing of more than 300 electronic media sources on the subject of law-related education (including the Bill of Rights, Constitution, the Courts, Congress, etc.) for grades kindergarten through 12. Items include laser disks, computer software, videotapes, and CD-ROMs (compact disk/read-only memory). While the products that appear in the document focus on law-related education, many are appropriate for other subject areas as well. The directory, an annotated bibliography, divides the materials into video and software listings. While the bulk of the products are secondary level items, many are applicable to elementary and middle school. Price and supplier information appear with the individual listings. (SG)

ED 364 462 SO 023 483

The Drug Question: The Constitution and Public Policy. Second Edition.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

videotape, "A More Perfect Union," to diverse audiences, including school boards, bar associations, police departments, teachers' workshops, civic associations, or other groups. The videotape was produced to introduce law related education (LRE) to educators, law professionals, and members of the community who are interested in learning about this area of civic education. The videotape shows how schools throughout the country teach concepts of law and citizenship to students at all grade levels. Through a variety of active learning techniques, law related education stimulates critical thinking in young people about their future role and responsibility as participating citizens in a constitutional democracy. This guide for those presenting the videotape is divided into two parts. Part 1 prepares the presenter to make a knowledgeable and effective presentation. "Scenes from the Videotape" provides background in the order in which the scenes appear. Contact organizations for gathering more information are listed at the end of some scene descriptions. Part 2 provides resource information that can be duplicated and distributed to appropriate audiences. Sections are included on why law related education is important for teachers, administrators, attorneys, the courts, and law enforcement. In addition, the pre-viewing and post-viewing discussion guides may be useful handouts. A list of leaders in law related education also is included. (DK)

ED 364 484 SO 023 623

Starr, Isidore; And Others
Equal Justice Under Law. Instructor's Guide.
PUB DATE- 85
NOTE- 99p.; For the publication "Equal Justice Under Law," see ED 174 542.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; *Court Judges; *Court Litigation; *Court Role; *Criminal Law; Equal Protection; *Law Related Education; Learning Activities; Secondary Education; Social Studies; Teaching Guides; Teaching Methods; United States History
IDENTIFIERS- Equal Justice Under Law (American Bar Assn); *Supreme Court

This document is a teachers' guide to accompany the book "Equal Justice Under Law: The Supreme Court in American Life." Because the book contains a tremendous amount of detail, the guide does not attempt to explicate everything in the text. Instead the guide attempts to provide more detail on one or more of the issues covered in different sections or topics in the book. Included are summaries of key cases, background on the controversies of a particular period, and suggestions as to how other materials in the sections might be taught. The guide is not designed to provide definitive answers to the issues raised by the Supreme Court's history, but to suggest the rich array of cases and controversies dealt with by the Court throughout its history. The guide includes a bibliography, glossary, chapter on case study methods, and a discussion of moot courts. The material in this document has been arranged into topics, organized to follow the sequence of the text. Several topics depart from the basic chronological scheme to explicate subjects such as the idea of constitutionalism, the structure of the judicial system, and milestones in Supreme Court history. Each topic offers one or more methods of instruction designed to encourage informed discourse and active student

Association of Teacher Educators (Minot, ND, August 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Cognitive Tests; College Students; *Community Colleges; Group Activities; *Group Experience; *Grouping (Instructional Purposes); Group Structure; Learning Experience; Peer Influence; Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Diversity (Student); *Group Assessment of Logical Thinking; Sarason Test Anxiety Scale

Community college students arrive with a diversity of learning styles, study skills, and test anxiety levels. The study described here was conducted to determine whether activity grouping of students according to learning style (incorporating at least two different styles in each group) contributes to improved student performance. In the spring of 1991, the Group Assessment of Logical Thinking (GALT) and the Test Anxiety Scale (TAS) were administered to 60 first quarter anatomy and physiology students in a community college. The GALT identified the following types of learners: (1) concrete learners--learn best with hands-on experiences; (2) formal learners--have developed analytical reasoning skills; and (3) transitional learners--learn concepts better with verbal instuction accompanying hands-on experiences. At the end of the quarter a posttest was administered and students were asked to complete a questionnaire regarding the activity groups. Results suggest that despite insignificant differences in the pretest and posttest scores, use of the GALT test to identify student's learning style was most informative. Questionnaire respondents felt that working with students of different learning styles helped them perceive material in a different way. Several tables display pretest, posttest, and questionnaire data; an appendix provides a copy of the questionnaire. (Contains 16 references.) (LL)

ED 364 503 SP 034 770

Kruithof, Bernard, Ed.; Sting, Stephan, Ed.
Education and Modernization: the European Experience. The "Intensive Course," Erasmus Strand III in Theory and History of Education and Comparative Education (2nd, Gazzada, Italy, March 15-27, 1993).
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Comparative Analysis; Day Care; *Educational Practices; *Educational Theories; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Intercultural Communication; *Modernization; *Policy Formation; *Role of Education
IDENTIFIERS- Denmark; Eurocentrism; *European Community; European Universities; Germany; Greece; Hungary; Italy; Netherlands; Sweden

The articles presented in this document provide a framework for examining concepts of educational modernization in Europe. The document is organized into three parts. Part 1 "European Perspectives" includes: (1) What Is Implied by a "European curriculum"? Issues of Eurocentrism, Rationality, and Education

Mathematics Teachers; *Nontraditional Education; Program Proposals; *Research and Development; Science Teachers; Secondary Education; Secondary School Teachers; Second Languages; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Georgia State University; Reflective Teaching

This sourcebook and report describes the results of the Alternative Teacher Preparation Institute for Secondary Foreign Language, Mathematics, and Science Teachers at Georgia State University, and offers a plan to implement an alternative graduate level teacher preparation program, the Teacher Education Environments in Mathematics and Science (TEEMS) project. The underlying framework for the new program is based on reflective and constructivist models of learning; it will be planned holistically by college professors, secondary classroom teachers, and supervisors. The TEEMS project is designed to prepare a new cadre of mathematics and science teachers for Georgia's middle and secondary schools. Materials in the sourcebook are organized into the following sections: (1) The Alternative Teacher Preparation Proposal; (2) The Alternative Teacher Preparation Curriculum; (3) The Nature of Alternative Teacher Preparation; (4) Status and Perceptions of Alternatively Prepared Teachers; (5) Attitudes of Alternatively Prepared Teachers; (6) Concerns of Alternatively Prepared Teachers; (7) The TEEMS proposal; and (8) the TEEMS Curriculum. An appendix provides recruitment brochures, application forms, and evaluation forms used in the Alternative Teacher Preparation Program. (LL)

ED 364 523   SP 034 859

Teaching's Next Generation: A National Study of Precollegiate Teacher Recruitment.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- May 93
NOTE- 226p.; A project of the Pathways to Teaching Careers Program.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Federal Legislation; Grants; Literature Reviews; Local Government; *National Programs; National Surveys; Philanthropic Foundations; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Students; State Legislation; *Teacher Recruitment; *Teacher Supply and Demand

This study was conducted to identify, classify, and analyze the range of precollegiate teacher recruitment programs now in operation across the nation and to make recommendations to the DeWitt Wallace-Reader's Digest Fund on potential grantmaking opportunities. Information on programs; the role played by foundations; and activities of Federal, State, and local agencies were collected using: a national survey mailed to program sites, telephone interviews with legislative and department of education staff; on-site interviews with program directors, teachers, students, and others; and reviews of program evaluations, resources, and the literature on teacher supply and demand and teacher recruitment. The study concludes that teacher recruitment programs show clear promise as contributors to the creation of a new, more diverse, and more professional cohort of teachers. Specific recommendations are made with respect to possible next steps. Seven appendixes provide: a review of the research literature, a detailed summary of state legislative activity, a description of program appropriate student behavior, and facilitate effective and efficient instruction and learning. Strategies that teachers should practice are covered in three phases: (1) before school opens and the first day of school; (2) the first 3 weeks of class; and (3) throughout the year. In addition, the eight most frequently selected classroom managerial strategies are listed, and a cluster of major advocated strategies are outlined under the following headings: authoritarian, behavior modification, group process, instructional, and socioemotional. A classroom management option form for students is appended. (LL)

ED 364 542 SP 034 912

Fereshteh, M. Hussein
International Rural Education Teachers and Literary Critics: Samad Behrangi's Life, Thoughts, and Profession.
PUB DATE- 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Kingston, Jamaica, March 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Childrens Literature; Cultural Context; Educational Practices; Elementary Secondary Education; Ethnicity; Foreign Countries; Government School Relationship; *Holistic Approach; Literature Reviews; *Rural Education; Teacher Education Programs; *Teaching Experience; *Teaching Methods; *Textbooks
IDENTIFIERS- *Behrangi (Samad); *Biographical Analysis; Iran (Azarbaiyan); Maslow (Abraham); Reform Efforts; Rogers (Carl)

This paper provides a critical, analytical, and evaluative study of Samad Behrangi's educational life, writings, and thoughts by exploring the influence of Behrangi's ideas, theories, and educational practices on the past, present, and future of the Iranian education system. Samad Behrangi was an Iranian teacher who wrote extensively on a variety of topics. He was influenced by Maslow and Rogers who claimed that children's physical, emotional, and intellectual needs must be given a great deal of attention in schools. He was mainly concerned with the quality and suitability of textbooks and how they were taught to rural and village students. He was concerned also with the living conditions, educational survival, and societal responsibilities to these Iranian children. The paper is organized under the following headings: Who Is Samad Behrangi? Behrangi's Popular Publications; What Did Behrangi Live, Fight, and Die For? Behrangi's Suggestions for Educational Reforms; How Should Stories and Folklore Be Taught? How Should Teachers Be Trained? What Is Wrong with Iran's School System? Behrangi's Masterpiece: "What is "Mahi-e Seyah-e Kocholo?" and How Did Behrangi's Life End? (LL)

ED 364 543 SP 034 913

Zelazek, John R.; And Others
Assessing Teaching Behaviors through Video Portfolios in Field Experiences.
PUB DATE- Nov 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Missouri Unit Association of Teacher Educators (Osage Beach, MO, November 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

the final report for a 3-year research and development (R&D) effort aimed toward development of such technologies. The R&D problem was viewed from the perspective of Instructional Systems Development (ISD) as one of defining instructional content and strategy. The analysis, design, and development phases of an ISD process were completed for a specific, representative decision-making task performed by Fighter Duty Officers of an Air Support Operations Center (ASOC). The project resulted in definition of a generic instructional strategy for practice of a class of decision-making tasks, and two computer-based systems called KEATS and SuperKEATS. KEATS, developed in Smalltalk to run on PC/AT compatibles, supports the acquisition of decision task knowledge that is used as instructional content. SuperKEATS, developed in KEE to run on a Sun 3/60 workstation, provides a practice environment for decision-making skills, with a full range of natural and artificial feedback. The limited evaluations performed yielded generally positive results. Further evaluations and continued development are recommended. Eleven figures and 13 tables illustrate the discussion. (Contains 33 references.) (Author/SLD)

ED 364 561 TM 020 714

Fairbank, Benjamin A.; And Others
Armed Services Vocational Aptitude Battery (ASVAB): Validity of ASVAB Form 14 for the Prediction of High School Course Grades. Interim Technical Report for Period May 1988-May 1990.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
PUB DATE- Sep 90
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Aptitude Tests; *Grade Prediction; High Schools; *High School Students; Predictor Variables; Regression (Statistics); Test Use; *Test Validity; Vocational Education
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; *Composite Scores

Armed Services Vocational Aptitude Battery (ASVAB) scores and final course grades from over 8,000 high school students at 50 schools were gathered to determine the validity of ASVAB Form 14 for the prediction of high school course grades. Grades were collected for courses taken during the academic year in which students were tested on the ASVAB (1984-85) and for the following year. Eleven ASVAB high school composites were used as predictors of final course grades. The 10 ASVAB subtests were also taken together to predict final course grades using multiple regression techniques. Samples of sufficient size for analysis were available in 21 different academic areas. Overall, 112 course-by-year combinations were examined for evidence of validity. Several of the ASVAB high school composites were effective in predicting high school course grades. The three best composites were Business and Clerical, Mathematics, and the Armed Forces Qualification Test. Prediction was generally better in academic courses than in vocational courses, although there were exceptions. Validity coefficients relating predictor composite scores to final course grades ranged from insignificant values to approximately .67. The median value of the coefficient associated with the most effective predictor in each analysis was approximately

DESCRIPTORS- Agencies; Consumer Education; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Models; *Profiles; *Program Evaluation; School Districts; *School Effectiveness; State Departments of Education; *User Needs (Information)

This report was prepared to provide information on school evaluation practices to the education community and the general public. It is intended to assist individuals in selecting school evaluation models that assess the dimensions and components of a school that are considered most relevant and most related to school improvement. Work on the report itself was preceded by an intensive search for extant school evaluation models from various sources. In all, 51 models were received from national organizations, school districts, state departments of education, and various agencies with an interest in evaluation. Using these models, research associates developed profiles based on key characteristics, and models were then classified into the typology/evaluation matrices that are presented in this report. After the user identifies the appropriate matrix, types, purposes, processes, and levels, focus characteristics are used to find models with the components the user needs. A final step is obtaining detailed descriptions that can be adopted or adapted for the user's purposes. Four charts summarize model characteristics. Four appendixes give profiles of national, regional, state, and local education agency models. (Contains 6 references.) (SLD)

ED 364 580 TM 020 805

Coorough, Calleen; Nelson, Jack
Content Analysis of the Ph.D vs. Ed.D. Dissertation.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; *Administration; Comparative Analysis; *Content Analysis; Doctoral Degrees; *Doctoral Dissertations; Educational Practices; Generalization; Graduate Study; Higher Education; Multivariate Analysis; Research Methodology; *Research Reports; Sampling; Statistical Data; Surveys
IDENTIFIERS- Dissertation Abstracts International Index; *Doctor of Education Degrees; *Doctor of Philosophy in Education Degrees

Typically, the Ph.D. degree is said to be more research-oriented, whereas the Ed.D. degree is aimed more at the educational practitioner. The two degrees were compared with regard to research design, statistics, target populations for inference of findings, and other characteristics. A sample of 1,007 Ph.D. and 960 Ed.D dissertations was selected from "Dissertation Abstracts International" from 1950-90. It was found that the percentage of Ph.D. dissertations is increasing and is higher for women. The Ph.D. dissertation uses more multivariate statistics and has wider generalizability, and is also more prevalent in certain majors. The Ed.D. dissertation does more survey research and is most prevalent in administration. No differences were found in basic versus applied science, or in the significance of findings. (Contains 6 references.) (Author/SLD)

ED 364 581 TM 020 806

Proceedings of the CREATE Cross-Cutting Evaluation Theory Planning Seminar (Kalamazoo, Michigan, June 2-3, 1993).
SPONS. AGENCY- Office of Educational Research and Improvement

(classroom teachers) were divided into two groups: Group 1 (n=21) and Group 2 (n=23). The subjects responded to an instrument designed to measure the degree to which certain aspects of teaching are viewed as problems; the instrument is "The Problems of Teaching Survey" (POTS). Data were collected from Group 1 using the traditional Q-sort method. Data were collected from Group 2 using the traditional Q-sort and mediated-ranking techniques. Principal components analysis was used to extract factors from each group, and the factors were rotated to the varimax criterion. Factor scores were also used in the interpretation of the factors. The results indicated that the mediated-ranking data collection strategy facilitates the most meaningful interpretation of the factors. The 51 items of the POTS are listed. (Contains 13 references.) (Author)

ED 364 600 TM 020 848

Oklahoma School Testing Program, Achievement Test Component, 1992 Summary Report.
PUB DATE- Jun 92
NOTE- 895p.; For the 1993 report, see TM 020 849.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary School Students; Elementary Secondary Education; National Norms; *School Statistics; Scores; Secondary School Students; *State Programs; State Surveys; *Student Evaluation; Tables (Data); Testing Programs; Test Interpretation; *Test Results
IDENTIFIERS- Iowa Tests of Basic Skills; *Oklahoma School Testing Program; Tests of Achievement and Proficiency

This report provides an overview of the Oklahoma School Testing Program and summarizes the average achievement scores of students from 1986 through 1992. The Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) were administered to students in grades 3, 5, and 7 (ITBS) and 9 and 11 (TAP) in the spring of 1992. Test results indicate that the average student in all five grades is performing at levels equivalent to, or above, the national average in all subject areas. In addition, students tested in 1992 had scores that are equal to, or slightly above, those of students in the same grades in 1991. Thirteen tables and 11 figures in the body of the text present figures about the achievement of Oklahoma students. Nine appendixes contain an additional 354 pages of results in table form, and provide the following information for 1992: (1) state level results; (2) a summary of state results; (3) a list of averages by region for grade 3; (4) averages for grade 5; (5) averages for grade 7; (6) averages for grade 9; (7) averages for grade 11; (8) percent of scores under the normal curve; and (9) a companion document, the "Interpretive Guide--1992" published by Riverside Publishing Company. (Contains 10 references.) (SLD)

ED 364 601 TM 020 849

Oklahoma School Testing Program, Achievement Test Component, 1993 Summary Report.
PUB DATE- Jun 93
NOTE- 880p.; For the 1992 report, see TM 020 848.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

and communication; and (5) leader behavior. Participants also provided their views on the internal dynamics of organizational change and its relationship to leadership. Overall, many of the participants felt that African-American student leaders face a peculiar challenge due in some measure to the underrepresentation of their group. Based on interview comments, the following hypothesis emerged: students with leadership experience before coming to college are more likely to become leaders in college when they perceive that there is a vacuum or lack of leadership in an organization where they happen to be. (Contains 41 references.) (GLR)

ED 364 620   UD 029 592

Cypher, Thomas W.
Minority and Traditional Elementary Students: A Comparison Study.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Students; College Students; Comparative Analysis; *Cultural Pluralism; Elementary Education; Elementary School Students; Ethnography; Higher Education; Interviews; *Minority Group Children; Multicultural Education; *Preservice Teacher Education; Rural Schools; *Student Teachers; Teacher Expectations of Students; *Urban Schools

This ethnographic study relates the differences reported by student teachers as they experienced teaching in a culturally diverse elementary school that contained a large population of minority students and compared that placement with a rural school that had few or no minority students. The methodology involved preplacement interviews, journals, written comparisons, and postplacement interviews with 20 student teachers in South Central Pennsylvania. Tables I through IV contain the major findings of the study and relate: (1) the preplacement expectations of the student teachers; (2) the postplacement reactions; and (3) the differences between the school that contained the large minority population and the school that contained few or no minority students. Student teachers reported that there was a lack of praise of students in the minority school, and that black students tended to be ambivalent toward academic efforts and success, findings that point to a need for more praise, not less. The comparisons made by these student teachers indicate the necessity of helping teachers develop cultural awareness. (Contains 15 references.) (SLD)

ED 364 621   UD 029 599

Simonson, Rick, Ed.; Walker, Scott, Ed.
Multi-Cultural Literacy. The Graywolf Annual Five. Opening the American Mind.
PUB DATE- 88
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Authors; *Cultural Awareness; *Cultural Literacy; Curriculum Development; *Educational Change; Educational Needs; Elementary Secondary Education; Essays; *Literacy; *Multicultural Education; Writing (Composition)

This volume addresses issues surrounding cultural literacy

*Undergraduate Students; Universities; Verbal Tests; Young Adults
IDENTIFIERS- Academic Self Concept; *African Americans; Scholastic Aptitude Test; *University of South Carolina

The most prevalent factors in the academic success of African American male undergraduate students at the University of South Carolina were studied. Scholastic Aptitude Test (SAT) mathematics and verbal scores and high school rank were the independent, cognitive variables; and self-esteem, academic self-concept, religiosity, African self-consciousness, and mother's level of education were the independent, non-cognitive variables (affective psychosocial constructs describing feelings, perceptions, and attitudes). Subjects were 239 African American male students enrolled in 1992. Each completed several survey instruments. Results indicate that a combination of both cognitive and non-cognitive variables are important to the success of African American males in this study. Variables that reached statistical significance include high school rank, academic self-concept, SAT verbal, self-esteem, and African self-consciousness, although only rank, academic self-concept, and SAT verbal have a significant positive relationship with academic success. African self-consciousness has a significant negative relationship with academic success. This result is examined in terms of black identity models and the need for multicultural curricula. Nine tables present study data. Five appendixes contain the surveys and cover letters and information about college enrollment. (Contains 148 references.) (SLD)

ED 364 640 UD 029 622

Ramaswami, Soundaram
Accelerating the Learning of At-Risk Students: An Evaluation of Project ACCEL.
PUB DATE- May 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Acceleration (Education); *Attitude Change; *Elementary School Students; Grade 6; Grade 7; Grade Repetition; *High Risk Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Low Achievement; Parent Attitudes; Program Effectiveness; Program Evaluation; School Districts; Self Esteem; Student Attitudes; Teacher Attitudes; Urban Schools
IDENTIFIERS- Newark School System NJ; *Project ACCEL NJ

Project Accelerated Curriculum Classes Emphasizing Learning (ACCEL) was implemented by the Newark School District (New Jersey) in the 1989-90 school year in response to the ineffective practice of retaining underachieving students. The innovative approach of accelerated learning was made available to retained sixth and seventh grade students. These students were allowed to skip a grade if they met the academic requirements stipulated by the district for promotion. This report is organized into five sections: (1) principles of Accelerated Learning and an overview of Project ACCEL; (2) results from teacher survey; (3) results from student and parent surveys; (4) results of the Achievement Test; and (5) conclusions and recommendations. Responses of the 11 teachers who replied clearly point to beneficial effects of the program on student self-esteem, in spite of some program implementation problems. Responses of 185 ACCEL students and 154 non-ACCEL

12 teachers in Minnesota who use ITV, with 38 completed responses. Teachers were asked to identify factors that influenced their support of ITV and then to rank factors in order of importance. Eight factors were checked by at least 55% of the teachers as being influential. The four highest-scoring factors included sufficient technical support, ITV training, subject appropriateness, and professional growth. Factors associated with low responses were decision-making participation, student motivation, and class size. The factors rated most important included professional growth, subject appropriateness, ITV's enabling low-enrollment classes, training, and inservice. Technical support ranked relatively low in the "importance" category, possibly due to the existence of adequate training among respondents. The eight factors identified by this research should be stressed in designing any ITV program, with particular focus on technical training and support. (Contains 14 references.) (TES)

ED 364 186 IR 016 268

Johnson, Larry
Characteristics of Media Service Departments at Mid-Size Universities.
PUB DATE- Mar 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Administrators; *Audiovisual Centers; College Students; *Educational Media; Higher Education; *Institutional Characteristics; Instructional Materials; Library Surveys; Mail Surveys; Media Research; Media Specialists; Program Descriptions; Questionnaires; School Size; Tables (Data); Universities

Because of a need for information about the structure, staffing, physical space, and types of activities of media service departments at colleges and universities, a study was conducted to gain a snapshot of media service programs at 4-year institutions with student enrollments between 5,000 and 10,000 students in 1992 and 1993. A 47-item questionnaire was mailed to media service departments at 141 institutions, and completed questionnaires were received from 90 colleges or universities (64 percent). A typical media service department would be housed in one location and administered by a full-time director with 6 to 10 years of experience. One additional professional and 10 to 15 students would comprise a typical staff. Typical support to instruction would include maintenance and circulation of a video and film collection, with associated services that could include video production and reception as well as photography and film processing. Recommendations are made for studying media services at other types and sizes of institutions. One figure and three tables present study findings. (Contains 5 references.) (SLD)

ED 364 187 IR 016 269

MacArthur, Charles A.; And Others
Mentoring: An Approach to Technology Education for Teachers, Executive Overview and Computer Mentoring: A Case Book and Computer Mentoring Course Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 93
NOTE- 150p.; Related videotape, "Mentoring: Issues and Concerns" is available from Dr. Patricia Jamison, Prince Georges County

enhanced. Practical advice on how to explain complex materials by visual means is given, and examples illustrate the fundamental principles of information display. Design strategies presented are exemplified in maps, the manuscripts of Galileo, timetables, notation describing dance movements, aerial photographs, the Vietnam Veterans Memorial, electrocardiograms, drawings of Calder and Klee, computer visualizations, and a textbook of Euclid's geometry. The material is presented in six chapters: (1) "Escaping Flatland;" (2) Micro/Macro Readings;" (3) "Layering and Separation;" (4) "Small Multiples;" (5) "Color and Information;" and (6) "Narratives of Space and Time." (KRN)

ED 364 205 IR 016 291

Kantor, Ronald J.; And Others
Extending the Impact of Classroom-Based Technology: The Satellite Challenge Series.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Competition; *Computer Assisted Instruction; Educational Assessment; *Educational Technology; Elementary School Students; Feedback; Grade 5; Grade 6; Higher Education; Intermediate Grades; Performance; Pilot Projects; *Problem Solving; Teaching Methods; *Teleconferencing; *Videodisks
IDENTIFIERS- Adventure Games; Challenge; *Vanderbilt University TN

The Jasper Challenge Series of Vanderbilt University (Tennessee) has been used in conjunction with the university's videodisk problem-solving series, "The Adventures of Jasper Woodbury," to provide a teleconference-based performance arena that allows students and teachers to assess the degree to which they are learning to solve the kinds of problems that the Jasper series emphasizes. Students from a number of sites using the Jasper program jointly participate in teleconference challenges that allow them to choose the characters in the teleconference who do the best job of solving problems. They receive feedback and compare their ideas with peers from other cities and states. Pilot Satellite Challenges have been uplinked to over 30 sites across seven states. These Special Multimedia Arenas for Refining Thinking (SMART) challenges are described, and the challenge-based assessment model that has developed is explored. The first SMART challenge involved over 500 fifth and sixth graders in a game show called "Pick the Expert." A subsequent challenge involved a large group of students in a more difficult game show. A third challenge involved a single local classroom in a developmental exploration of teaching and learning before the challenge. Future plans for the SMART program are discussed, and the model that is being developed is reviewed. (Contains 15 references.) (SLD)

ED 364 206 IR 016 292

Burge, Elizabeth J.; Roberts, Judith M.
Classrooms with a Difference: A Practical Guide to the Use of Conferencing Technologies.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.

Federation of Library Associations and Institutions to contribute to the development of colleagues teaching librarianship and information studies in Eastern Europe. The Section on Education and Training wished to investigate the need for regional training seminars in Eastern Europe. In all the countries visited, attempts to revise curricula were apparent, with efforts to incorporate information technology and an increased interest in management. A second general trend was the impact of the economic situation on the education system. Specific needs identified through the visits are summarized with the goal of assisting libraries to develop to function in a market economy within pluralistic democratic societies. Six appendixes give specifics for each of the countries and a list of discussion topics. (SLD)

ED 364 225 IR 054 713

McDonough, Kristin
Prior Consent: Not-So-Strange Bedfellows Plan Library/Computing Partnerships.
PUB DATE- 12 Apr 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; *Computer Centers; Delivery Systems; Educational Cooperation; Educational Facilities Planning; Educational Media; Higher Education; *Information Services; *Information Technology; Librarians; Library Planning; Organizational Change; Systems Development; *Technological Advancement
IDENTIFIERS- City University of New York; *Computer Departments; *Partnerships in Library Services

The increasing sophistication of information technologies and the nearly universal access to computing have blurred distinctions among information delivery units on college campuses, forcing institutions to rethink the separate organizational structures that evolved when computing in academe was more localized and less prevalent. Experiences in planning for information services delivery with computing and media service colleagues in a library that is part of the City University of New York illustrate the problems and possible solutions of the planning process. Work toward an envisioned Information Systems and Services unit, comprising the library, media services, and two computing centers, is proceeding slowly for a number of reasons. One significant cause of this delay is the fact that initial planning did not include enough staff members and did not represent their viewpoints adequately. The element of the planning process that has most successfully promoted respect has been establishment of project teams in the matrix management mode. Cooperation between library and computing personnel is essential to create and nurture partnerships that can meet the challenges of effective technology use. (Contains 10 references.) (SLD)

ED 364 226 IR 054 714

Advanced Network Technology. Background Paper.
PUB DATE- Jun 93
NOTE- 90p.; For an earlier background paper, see ED 336 066.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Stephenson, Stanley D.
The Effect of Instructor-Student Interaction on Achievement in Computer-Based Training (CBT). Interim Technical Paper for Period April 1990-February 1991.
SPONS. AGENCY- Air Force Office of Scientific Research, Washington, D.C.
PUB DATE- Jul 91
NOTE- 15p.; For related documents, see IR 054 745-746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; *Academic Achievement; College Students; Comparative Analysis; Computation; *Computer Assisted Instruction; Higher Education; Microcomputers; Performance; Spreadsheets; Teacher Influence; *Teacher Role; *Teacher Student Relationship; *Training
IDENTIFIERS- Computer Tutors

The role of the instructor in computer-based training (CBT) has not been previously studied. However, the role of instructor in traditional instruction (TI) has been studied and has been shown to influence student achievement. A key finding from TI research is that instructor-student interaction is positively related to achievement. This investigation varied instructor-student interaction (present/absent) in a CBT setting. Subjects (15 female and 10 male college students) worked a spreadsheet tutorial and then were asked to use the spreadsheet to compute statistical values. The results show that both interaction and no-interaction subjects equally understood the spreadsheet commands, but that those subjects who received instructor interactions scored higher on actually using the commands to compute statistical values. Low-ability subjects appear to benefit most from instructor interaction. One table presents means and standard deviations for performance. (Contains 15 references.) (Author/SLD)

ED 364 245 IR 054 745

Stephenson, Stanley D.
The Effects of Student-Instructor Interaction on Achievement in a Dyad Computer-Based Training Environment. Interim Technical Paper for Period June 1991-August 1991.
SPONS. AGENCY- Armstrong Lab, Brooks AFB, TX. Human Resources Directorate.
PUB DATE- Mar 92
NOTE- 17p.; For related documents, see IR 054 744-746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Business Education; College Students; *Computer Assisted Instruction; Computer Software Development; Cooperative Learning; Higher Education; *Peer Relationship; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Dyads

Most computer-based training (CBT) research has ignored variables other than the software itself. Yet other factors can influence achievement. This study explores the impact of interaction between the student and instructor when students work CBT in pairs. Compared to an earlier study in which such interaction positively influenced achievement when students worked CBT individually, instructor interaction had no effect on achievement in this study with 41 college-level business statistics students. Perhaps many of the social functions served by the instructor in the traditional classroom can be

ED 364 265 JC 930 529

Rasch, Lee
Institutional Effectiveness...Western's Perspective.
PUB DATE- Jun 93
NOTE- 18p.; Paper presented at the Summer Institute on Institutional Effectiveness and Student Success (5th, Madison, WI, June 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); *College Planning; Educational Assessment; *Educational Improvement; *Improvement Programs; Institutional Evaluation; Instructional Improvement; Learning Modules; *Organizational Effectiveness; *Outcomes of Education; Program Descriptions; Technical Institutes; Two Year Colleges
IDENTIFIERS- Western Wisconsin Technical College

Focusing on the application and outcomes of quality-based management and assessment practices in use at Western Wisconsin Technical College (WWTC), this report outlines the college's four-module quality improvement training program, reviews college outcomes data related to student achievement and employer satisfaction, and describes eight strategic goals for WWTC. The first part provides brief descriptions of the following four learning modules that comprise WWTC's quality improvement training program: (1) Awareness, which explains basic concepts of quality and their implications for WWTC; (2) Tools of the Scientific Approach, detailing methods of analysis; (3) the Joiner Seven Step Method, describing the steps in the Joiner problem-solving strategy; and (4) Learning To Work Together as Teams. The second section reviews indicators of institutional achievement, providing data on graduate placement rates, employment location, and satisfaction with training for graduates from 1985-86 through 1989-90; results of a longitudinal follow-up study of 1981 graduates; results of a 1990 survey of employers of WWTC graduates; a review of WWTC's grading system; a discussion of student organizations and student honors and awards; and a review of student pass rates on certification licensure examinations for the last 5 years. The final section of the report presents brief strategic goals for WWTC addressing the issues of district vision, customer-focus, teaching and learning, fiscal resources, staffing, technology, organizational structure, and physical resources. This section also includes a diagram of the college's effectiveness model and core indicators. (PAA)

ED 364 266 JC 930 532

Anker, Mike
Student Equity: The Task Is Not Simply To Produce a Plan but To Make a Difference.
PUB DATE- 5 Nov 93
NOTE- 14p.; Paper presented at the Annual Fall Session of the Academic Senate for California Community Colleges (25th, Los Angeles, CA, November 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Budgets; College Governing

enrolled in contract courses. However, the recent growth of contract education in the California Community Colleges (CCC) has raised concerns about the academic quality of such programs, and about the match between contract education, the college mission, and the legislative intent regarding contract programs. In response to these concerns, a task force was appointed by the state legislature to report on contract education practices in the CCC. The study identified three fundamental types of contractual programs: (1) contracts with private industry, accounting for 43% of all contracts during a 3-year period, and 8.2% of the $41 million of total revenues generated during this time; (2) contracts with public entities, accounting for 24% of all contracts and 6.6% of total revenues; and (3) contracts sponsored by public training funds, representing 33% of all contracts, yet generating 85.1% of total contract education revenues. Suggestions for the development of contract education programs include greater faculty involvement in curriculum development and approval; faculty involvement in instructor hiring; establishment of a faculty contract education liaison; and assurance of adequate faculty qualifications. A copy of CCC Academic Senate resolutions about contract education and Contra Costa Community College District's agreement with the faculty union regarding contract course payment are included. (PAA)

ED 364 282   JC 930 549

Distance Learning in California's Community Colleges: An Academic Senate Review of the Social, Fiscal, and Educational Issues.
PUB DATE- Nov 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Distance Education; Educational Change; Educational Legislation; Educational Policy; Educational Quality; Educational Research; Intercollegiate Cooperation; *Policy Formation; Position Papers; Student Characteristics; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *California Community Colleges

California's Education Code establishes the goals of distance learning to be to ensure equal access; enhance the quality of education through telecommunications; and ensure efficiency and accountability. In California community colleges, state-supported distance education coursework is limited to credit, transferable courses and is governed by Title V regulations established by the Board of Governors. These regulations establish requirements regarding faculty input, course transferability, equivalent academic standards, and class size. In addition, the regulations define distance learning and address issues including quality determination by faculty; reading, writing, and personal contact, separate course approval; and faculty selection. The regulations were developed and agreed upon following prolonged discussions, primarily with the University of California, to preserve course transferability; however, staff of the Chancellor of California's community colleges and others feel there are reasons for pursuing regulatory changes. This paper describes the current conditions under which state-funded, distance learning occurs within California's community colleges. It identifies external forces (i.e., the California State Assembly, the California Postsecondary Education Commission, the California State Legislative Analyst's Office, and the CCC

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; Community Colleges; Computer Software; *Computer Uses in Education; Electronic Publishing; *Hypermedia; Information Dissemination; *Interactive Video; Program Descriptions; *Program Development; School Catalogs; *Student Recruitment; Technological Advancement; Two Year Colleges; Two Year College Students
IDENTIFIERS- Blue Ridge Community College NC

Blue Ridge Community College (BRCC), in Flat Rock, North Carolina, has developed a student recruitment package that uses Asymetrix's ToolBook software package to introduce prospective students to the various curricula offered by the college. The ToolBook presentation uses a hypernavigation approach which allows users to directly access the information desired without having to sift through other extraneous information. After deciding upon the format for the presentation, BRCC then designed a basic structure for presenting information about admissions and each curriculum using the fewest possible screens to access any piece of information. The next step, writing the text of the presentation, involved gathering information from the faculty members teaching in each curriculum, thereby ensuring that the most current information would be included in the presentation. This process provides the opportunity for an annual update about each curriculum and for increased communication between the divisions. The largest obstacle BRCC encountered was the time required, approximately 200 hours, to develop the program. Other schools interested in implementing similar programs must be certain of both the funding and technical expertise required to assemble this type of information system. While BRCC's approach assumes that a school representative is working with the prospective students, the system could be modified to work with a student information station or on prospective students' home computers. Sample format screens for the Air Conditioning, Heating, and Refrigeration Curriculum and the technical specifications for the hardware and software used by BRCC are included. (MAB)

ED 364 299 JC 940 023

Loree, Tim; Stupka, Ed
Teaching and Learning in a Student Success Course: A Discussion Concerning the Development of the Internal Locus of Control Using Fuzzy Logic, TQM, and the Chaos Theory of Education.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the National Conference on Teaching and Learning (Arlington, VA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; College Outcomes Assessment; Community Colleges; *Educational Theories; *Outcomes of Education; Student Improvement; *Theory Practice Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- Chaos Theory; Freshmen Success Courses; *Fuzzy Logic; *Total Quality Management

An overview is provided of the relevant concepts from Total Quality Management (TQM), fuzzy logic, and the chaos theory of education in an effort to support the case for student success courses. First, the paper discusses student success courses, which emphasize helping students develop the skills needed to

Parent Information for School Choice: The Case of Massachusetts. Report No. 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Decision Making; Elementary Secondary Education; *Information Centers; *Information Sources; *Parent Participation; *Parents; Program Descriptions; *School Choice
IDENTIFIERS- Informal Communications; *Massachusetts

This study provides a detailed description of the process by which parents choose schools for their children and the process by which urban schools adjust to the necessity of convincing parents to choose them. The Parent Information Center programs in the Massachusetts communities of Boston, Cambridge, Fall River, Lawrence, Lowell, and Springfield are described, based upon on-site observations, reviews of policies and parent information materials, interviews with 150 parents, and responses to a questionnaire turned in by nearly 450 parents. The study also reviews research on motivations for parent choice of schools in the Netherlands, Scotland, France, and the United States. The findings indicate that: (1) a high proportion of parents in Boston and other Massachusetts cities that have adopted universal choice policies are able to send their child to their first choice school, and virtually all parents are able to send their child to one of their chosen schools; (2) the system of parent information and counseling is well organized; (3) parents appreciate the opportunity to consider more than one school; (4) a variety of factors, such as location, teachers, programs, school climate, and principals influence parents' choice of schools; and (5) informal communication networks are the most important source of information for many parents. Appendices include survey instruments and tables of data compiled from the survey. (SM)

ED 364 317 PS 021 675

den Bak, Irene M.; Ross, Hildy
Truth, Lies and Justice: Tattling in the Family Context.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Child Behavior; Family Environment; Foreign Countries; *Parent Child Relationship; *Preschool Children; Preschool Education; Sex Differences; *Sibling Relationship; *Siblings
IDENTIFIERS- Canada; *Family Rules; Rule Breaking; *Tattling

Noting that children's appeals to parents can provide information about children's understanding of the family justice system and the dynamics of third party intervention, this study examined the tattling behavior observed in 2- and 4-year-old siblings of 40 Canadian families from diverse occupational and educational backgrounds. Observations of family interactions took place in

Zigler, professor of psychology and director of the Yale Bush Center in Child Development and Social Policy; Sarah Greene, chief executive officer of the National Head Start Association; Lisbeth Schorr, director of the Harvard Project on Effective Services; and Curtis Weeden, vice president for corporate contributions at Johnson and Johnson. Topics discussed included improvements needed in Head Start, program quality, program expansion, and the impact of the Head Start Expansion and Improvement Act of 1990. Additional materials include a needs assessment of a business and management training program for Head Start directors, and a report on a management fellows program for Head Start directors, both prepared for the Johnson and Johnson company. (MM)

ED 364 335 PS 021 885

Harris, Mary McDonnell
BRIDGES for Young Adolescents in North Dakota.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE- 92
NOTE- 24p.; Prepared by the Governor's Task Force on Early Adolescence.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Community Involvement; Elementary School Students; *Family Involvement; *Government Role; Intermediate Grades; Junior High Schools; Junior High School Students; Local Government; Middle Schools; School Districts; Social Agencies; Social Services; State Government
IDENTIFIERS- *BRIDGES Project ND; Middle School Students; *North Dakota

The BRIDGES Project was initiated to explore ways for North Dakota to provide young people with stronger bridges from childhood to adulthood. This report summarizes recommendations of the 1990-91 Governor's Task Force on Early Adolescence. The recommendations concern practical actions for the building of bridges by the following groups: (1) families; (2) communities; (3) local school districts; (4) middle grade educators; (5) the North Dakota Department of Public Instruction; (6) health and human service agencies; (7) colleges and universities; and (8) North Dakota state government. (MM)

ED 364 336 PS 021 887

Hyson, Marion C.; DeCsipkes, Candace
Educational and Developmental Belief Systems among African-American Parents of Kindergarten Children.
PUB DATE- Mar 93
NOTE- 33p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Black Mothers; Child Behavior; *Child Caregivers; *Child Development; Kindergarten Children; Learning Strategies; *Parent Attitudes; Parent Participation; *Primary Education;

assessing individual needs of staff members. Chapter 6 offers a step by step process for designing an individualized model of staff development, and chapter 7 links the notion of individualized staff development to the supportive organizational structures that will ensure its success. The final chapter discusses meshing organizational needs and individual needs into a unified approach for achieving change. Two appendixes contain 27 assessment tools and 8 sample forms. Contains over 160 references. (TJQ)

ED 364 355 PS 021 972

Marrach, Alexa; Fireman, Gary
The Relation of Age and Reading Ability to Memory Processing.
PUB DATE- 28 Mar 93
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Age Differences; *Children; Cognitive Processes; College Students; Elementary Education; Elementary School Students; *Encoding (Psychology); Higher Education; *Phonology; *Reading Ability; Schemata (Cognition); *Short Term Memory; Visualization

This study examined the relation of reading ability, age, and familiarity to iconic and short-term memory processing and how the familiarity of the stimuli affects recall. A total of 10 children in grades 2 through 6 and 10 adults were shown novel abstract forms, words, and non-words varying in order of approximation to English, for 50 msec., 500 msec., and 1,000 msec. Subjects were asked to recall either a row of items or as many of the items as possible. The number of recall errors reported by adults and children of varying reading abilities were compared. The results revealed that reading ability and age had significant effect on memory processing when words and non-words were displayed. With non-words, differences were greater for letter sequences that closely resembled English. No differences in recall were found between reading abilities and age groups when abstract forms were displayed. The results suggest that items in memory are primarily being coded phonologically rather than visually. (MDM)

ED 364 356 PS 021 973

Blank, Martin J.; Lombardi, Joan
Towards Improved Services for Children and Families: Forging New Relationships through Collaboration. A Policy Brief Based on the Annual Symposium of the A. L. Mailman Family Foundation (8th, White Plains, New York, July 1, 1991).
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Change Strategies; *Community Services; *Cooperative Planning; Delivery Systems; Early Childhood Education; Educational Improvement; *Family Programs; Leadership; *Policy Formation; Program Descriptions; Public Policy; Social Services; State Programs

IDENTIFIERS- *Research Priorities

In 1989, the Federal Interagency Committee on Education (FICE) developed an agenda for research on rural education that included 6 priority topics containing 44 areas of research and development. In an effort to validate, update, and expand the contents of that agenda, a three-round modified Delphi study was carried out with 29 members of the Rural Education Special Interest Group of the American Educational Research Association. In the first two rounds, participants rated FICE areas of research and development and suggested new areas. In the third round, participants reviewed those areas with the highest ratings, assigned them an order of priority, and allocated a hypothetical $5 million research budget. Of the original 44 FICE research areas, 31 were retained; 23 new areas were suggested, and 16 of these were retained. The broadest major topic in the new agenda was the overall effectiveness of rural schools; this topic contained 13 areas for research and development and was given the highest priority and the largest budget allocation. School and community partnerships on behalf of rural schools was ranked second, followed by financial support for governance for rural schools, human resources for rural schools, use of technology in rural schools, and curricular provisions in rural schools. (SV)

ED 364 374 RC 019 391

Henry, Kenneth J.; And Others

Save the Community or Save the Students: Policy Implications from Studies of Rural School Success.

PUB DATE- 14 Oct 93

NOTE- 19p.; Paper presented at the Annual Meeting of the National Rural Education Association (85th, Burlington, VT, October 14-17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Coordination; *Delivery Systems; Economically Disadvantaged; Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Programs; *Poverty; *Public Policy; *Rural Schools; *School Community Relationship

The current patchwork of programs designed to ameliorate poverty has failed. Efforts to alleviate poverty by expanding educational opportunities have also had little impact. Poverty among youth has increased during the past two decades even though federal funds for reducing poverty have grown and median educational attainment has increased. Centralized policies and programs have been neither effective nor efficient; perhaps because they are developed on the basis of aggregate data (while needs are diverse), they often ignore the needs and interests of those served, and they may undermine local survival strategies that have been operating for generations. A summary of findings from two rural schools in economically depressed Appalachian counties illustrates the diversity of conditions and needs that can be found in locations that would appear very similar to demographers and policymakers. Evidence from these locations supports policy recommendations to: (1) create a system of coordinated poverty interventions that avoids gaps and duplications; (2) provide funding for local development, design, and pilot testing of programs; (3) develop avenues for dissemination of information about successful interventions; (4) utilize the school as the hub of all activities pertaining to program development for economically disadvantaged youth; and (5) provide funding for articulation

Change. Revised.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Oct 93
NOTE- 16p.; For an earlier version, see ED 252 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Change; *Community Planning; Community Services; Data Analysis; *Economic Impact; Elementary Secondary Education; Migration; *Population Growth; Population Trends; *Public Policy; Rural Development; Social Services; *Trend Analysis
IDENTIFIERS- Impact Studies; *Long Term Residents; *Newcomers

Community leaders and government agency representatives need to understand local population trends, particularly in situations of rapid change. This publication outlines a simple framework for analysis of population changes, along with useful methods and criteria that can be applied when considering management and policy alternatives. Two population communities must be considered: longterm residents and newcomers. Knowing more about who newcomers are and what types of families they may bring can suggest systematic ways of providing for their arrival, for example, in deciding how to allocate funds for family planning education, health care, school buildings, or job training programs. Analysis of community population trends requires information about the structural characteristics of a population and about population processes, or the way a population changes over time. Structural characteristics include population size, location, age, sex, cultural background, educational levels, and family type. Population processes include fertility, mortality, and migration. Agency representatives and local leaders can use population information to make informed estimates about the social and economic effects of development. Sources of information for population data are listed and described. (KS)

ED 364 395   RC 019 417

Journal of the Assembly of Rural Teachers of English (ARTE), 1993.
PUB DATE- 93
NOTE- 19p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; *Educational Change; Educational Innovation; Elementary Secondary Education; Local History; Reading Instruction; Role of Education; *Rural Education; *Rural Schools; *Small Schools; Student Projects; Teaching Methods; Vocabulary Development
IDENTIFIERS- Marginality

The 1993 issue of this annual journal contains five articles about rural education by rural English teachers. "Rural: The Only Place To Be" (Craig Akey) speaks of a personal commitment to rural education, presents examples of prose and poetry by junior and senior high school students in an innovative "outdoor literature" course, discusses the advantages and disadvantages of the small school, and describes how one small school has overcome the disadvantages of smallness through innovative technology and the team approach. "Teaching Scientific Vocabulary: A Joint Venture for Rural Schools" (V. Pauline Hodges) describes methods of scientific vocabulary development for students who have difficulty reading. "A Medley of Writings" (Beth Hunnicutt) contains four short pieces: a personal narrative about the joy of fishing with one's extended relationship between the performance task and the efficacy measure are likely to be frustrated by confounded relationships, ambiguous findings, and uninterpretable results. Contains 18 references. (Author/PDD)

ED 364 414 SE 053 871

Programs and Abstracts of the Annual Meeting of the Society for College Science Teachers (Houston, Texas, March 27-30, 1991). Volume 11.
PUB DATE- 91
NOTE- 40p.; The Society for College Science Teachers is an affiliate of the National Science Teachers Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Research; College Faculty; *College Science; *Computer Assisted Instruction; Concept Formation; Educational Research; Higher Education; *Problem Solving; Science Curriculum; *Science Instruction; Science Teachers; Scientific Concepts; Scientific Literacy; Teacher Education; *Writing Assignments

The program and abstracts of the presentations of the 1991 meeting of the Society for College Science Teachers are the topics of this report. Society officers are listed, a history of the society is provided, and membership information is given. The presentations reflect different topics in the teaching of college science. The abstracts of presentations include the presenter's address. Abstracts of regional meetings for the society are also given. (PR)

ED 364 415 SE 053 883

Bebout, Harriett C.
Investigating the Role of Basic Facts in Early Mathematics Word Problem Solving.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Black Students; Correlation; *Elementary School Mathematics; Elementary School Students; Grade 2; Mathematics Achievement; Mathematics Education; *Number Concepts; *Primary Education; *Problem Solving; Regression (Statistics); *Subtraction; *Word Problems (Mathematics)

A traditional view of mathematics learning suggests that basic fact knowledge provides a cornerstone for success in problem solving. But possibly, for some children, automated basic fact responses may be disadvantageous for their problem solving success. The purpose of this study was to investigate the relationship between basic fact knowledge and success in solving addition and subtraction word problems. The sample consisted of second graders (n=42) from an urban neighborhood school in a large metropolitan school district, 99% of whose students were from black American families. Results showed little or no correlation between students' basic fact and problem-solving performances. Analyses indicated two potentially interesting groups of students: (1) High Basic Fact/Low Problem Solving (n=6); and (2) Low Basic Fact/High Problem Solving (n=4). The results suggest that some beginning mathematics students are successful in solving various types of

Invitation to a Postmodern Reflection on Critical Social Cartography.
PUB DATE- Mar 93
NOTE- 36p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Kingston, Jamaica, March 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartography; Cultural Pluralism; Geographic Concepts; Higher Education; *Human Geography; Instructional Materials; Maps; Social Science Research; Social Theories; *Sociology; Teaching Methods
IDENTIFIERS- Postmodernism; *Social Mapping

This document demonstrates how social cartography can be used in social research to include individuals and cultural clusters who want their own narratives included in the social discourse. Social cartography is defined as the creation of maps addressing questions of location in the social milieu. Visual images, depicting on the two dimensional surface of paper or screen the researcher's perceived application, allocation, or appropriation of social space by social groups at a given time and in a given space offer an opportunity to see how social changes develop in the world around us. It suggests not a synthesis, but the further opening of dialogue among diverse social players. The essay proposes that social cartography has the potential to be a useful discourse style for demonstrating the attributes and capacities, as well as the development and perceptions of people and cultures operating within the social milieu. Because society can be mapped by this method to include all parts of the society, social cartography offers a new and effective method for visually demonstrating the sensitivity of postmodern influences for opening social dialogue, especially to those who have experienced disenfranchisement by modernism. Illustrations include maps representing both modernist and postmodernist interpretations of cartography. The increased flexibility in representational value of the postmodernist version is demonstrated. Sociology and Cartography research courses need to include this method in addition to the traditional forms of research in the social sciences. (DK)

ED 364 439 SO 023 013

White, Caryn
The East Asian Resource and Education Program at Yale: A Catalogue of A.V. Materials, Resources, and Organizations at Yale University.
PUB DATE- 93
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Asian History; *Asian Studies; *Culture Contact; Educational Facilities; *Ethnic Groups; Higher Education; Instructional Materials; Multicultural Education; *Non Western Civilization
IDENTIFIERS- *Asia (East); *Yale University CT

This document is a catalog of audio-visual materials, other resources, and information on organizations concerned with East Asian studies, all of which are available through Yale University. The catalog begins with a discussion of goals and objectives and of the East Asian Resource and Education Program

PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Constitutional Law; *Drug Abuse; Elementary Secondary Education; Law Enforcement; *Law Related Education; *Policy Formation; Problem Solving; *Public Policy; Social Problems; Social Studies; Units of Study

This document presnts a series of lesson plans on the subject of illegal drugs. Each lesson plan includes readings, discussion questions, and other activities that teachers can use to help students understand the problems surrounding drugs and to work toward solutions. Units include: (1) "Problems and Proposals"; (2) "Assessing Public Opinion: Views You Can Use"; (3) "Fourth Amendment and the Exclusionary Rule"; (4) Drugs and the Courts: Applying the Exclusionary Rule"; (5) The State Legislative Process: Formalizing Policy through Law"; and (6) "Making Public Policy Work: The Community and the Individual." A glossary explains 26 relevant terms from the readings. (SG)

ED 364 463   SO 023 486

Koprowski-Moisant, Jane
Bar Association Database Continues To Grow. Technical Assistance Bulletin No. 10.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 6p.; For other items in the series, see ED 349 254, ED 332 881, ED 318 651, and ED 314 310.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Resources; Elementary Secondary Education; Financial Support; *Law Related Education; *Lawyers; *Learning Activities; Programs; Resource Materials; School Community Relationship; Student Responsibility; *Student Rights; Surveys; Teacher Education
IDENTIFIERS- *Bar Associations

As part of the American Bar Association's Special Committee on Youth Education for Citizenship's efforts to assist in the establishment and maintenance of law related education (LRE) projects in every state and local bar association, surveys were mailed to the associations. The results of the survey showed that 49 state bar associations and 133 local bar associations reported conducting law related education activities. This document summarizes what the bars are doing, how they are staffed and funded, and what kinds of materials they provide to educate young people about the bar. The bulletin provides an overview of what is possible when lawyers and educators collaborate. More than half of the state bar associations reported having at least one staff person designated to be responsible for law related education activities. Some of the major functions carried out by the staff are the development of curriculum materials or assignment of topics to members of the bar; providing lawyer volunteers for classroom teachers; setting up mock trial programs or competitions; and conducting court visitation programs. The most popular activities for bar associations are the mock trial programs and the lawyer in the classroom programs. Developing effective LRE resource materials and curriculum requires two kinds of expertise. Knowledge of substantive and procedural law assures accuracy, but must be participation. Each topic contains a lesson highlight section that features a subject and strategy that can be taught separately if necessary. For nonchronological courses the guide suggests highlights in subject matter, issues, and concepts including power, property, liberty, equality, and justice. (DK)

ED 364 485 SO 023 624

The Bill of Rights Poster Series. A Teacher's Guide.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; *Constitutional History; *Constitutional Law; Elementary Secondary Education; *Law Related Education; Learning Activities; Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- *Bill of Rights

This document is a teacher's guide to a series of mass transit advertisement posters illustrating Bill of Rights topics. The five posters in the series are discussed in five separate sections. Each section is divided into three units, each consisting of a learning activity, one for the secondary level, one for the middle school level, and one designed for the elementary level. The sections are: (1) freedom of religion, (2) freedom of speech, (3) the right to assemble, (4) the right to counsel, and (5) equal protection. The teaching strategies and classroom activities contained in the document build upon the themes illustrated by the posters. The sections include student handouts, lesson objectives, procedures, lists of books and reference materials, and questions. The activities for the elementary level include a lesson researching and discussing holidays from many cultures, a play about Martin Luther King Jr.'s "I Have a Dream" speech, a talk show about women in the women's suffrage movement, study of a famous case on the right to counsel, and a sampling of children's literature combined with journal writing. The middle school activities include class discussions, a study of cases, an attorney visit to the classroom, and a group chart activity. At the secondary level, activities include study of cases, speech writing, research and discussion, and a study of local and state laws. (DK)

ED 364 486 SO 023 625

State Court Law-Related Education Activities.
PUB DATE- 93
NOTE- 11p.; For related items, see SO 023 626-628.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Court Judges; *Court Role; *Courts; Elementary Secondary Education; Juvenile Justice; *Law Related Education; Lawyers; *Learning Activities; School Community Relationship; Youth Programs
IDENTIFIERS- Law Day

This document lists the law-related education activities conducted by state courts. The listings are arranged by state. Entries list the name of the court, a list of activities provided, descriptions of unusual programs, guidelines for programs that some of the courts have developed, and the name, title or committee, address, and phone number of a contact person for each state. Entries range from those where the court

(Sven Erik Nordenbo); and (2) Modern Education as Perception Control (Stephan Sting). Part 2 "Issues of the Modernization Process" includes the following papers: (1) Modernity, Family and Childhood in the Netherlands (Caroline Hetterschijt, Ilonka Sinkeldam, Astrid Valkenburg); (2) History of Child Day Care (Ilse Godtschalk, Mechel Mangelmans); (3) The Garden-City as Educational Climate: Children as Co-designers of Their Own Education (Jeroen Knigge); (4) On Modernization Theories: On Racism and the Role of Education (Ineke van der Valk); and (5) Germans and Other Strangers (Matthias Blum, Anja Kaplyta, Melanie Schmitt, Elke Weiber). Part 3 "Aspects of Schooling and Modernization" provides a discussion of the school systems of Sweden, Denmark, Hungary, Italy, and Greece and contains the following papers: (1) Curriculum Modernization in Sweden (Aadu Ott); (2) The Spirit and Values in the Danish Educational System (Annemarie D. Molina); (3) The Comprehensive School in Denmark (Dorte Madsen); (4) The Free Schools in Denmark (Hanne Hansen); (5) Adult Education in Denmark (Trine Ingeberg); (6) Actual Trends in Danish Educational Policy (Inge Pallesen); (7) Recent Problems in Hungarian Educational Policy (Eva Szabolcs); (8) Education and Modernization in Greece (Z.K. Palios); (9) Technical and Vocational Education in Greece (M. Polychronski); (10) Is the Italian School System Able To Cope with Complexity? Intercultural Exchanges as a Case Study (Andrea Vargiu); and (11) The Italian School System (Edoardo Batrini, Paola Guglielmi, Anna Chiara Lugarini, Marco Solinas). (LL)

ED 364 504 SP 034 796

South Carolina Center for Teacher Recruitment. 92-93 Annual Report.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Annual Reports; Career Guidance; Elementary School Students; Elementary Secondary Education; Higher Education; Minority Groups; Program Descriptions; *Program Evaluation; Secondary School Students; State Legislation; *State Programs; *Teacher Recruitment; *Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- South Carolina; South Carolina Education Improvement Act 1984; Teacher Cadet Program SC

This report outlines and evaluates the 1992-93 accomplishments of the South Carolina Center for Teacher Recruitment and addresses future directions the Center and its programs will be taking. Following a historical overview and a profile of the South Carolina teacher, the main body of the document evaluates the following programs: (1) Minority Teacher Recruitment Partnership; (2) ProTeam Program (a middle level recruitment program to make minority students and young men aware of the skills needed to complete college and consider education as a viable career option, and to expand the pool of minority and male teachers); (3) Crossroads Summer Institute (gives information about preparing for high school and college; (4) Crossroads Mentor Program; (5) Summer Teacher Careers Institute; (6) Teacher Cadet Program (encourages academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career; (7) College Helpline (works with students in the Teacher Cadet Program who need help getting into college; (8) South Carolina Teacher Forum (recognizes state and district teachers of the year); (9) Job Bank; and (10) EXPO for Teacher Recruitment (matches teachers with school districts). ProTeam and Teacher Cadet types, presentation of data from the program survey, a directory of recruitment programs that responded to the program survey, a bibliography of approximately 175 references, and the main survey instrument. (LL)

ED 364 524 SP 034 861

Kellogg, Nancy Rader
AIDS Elementary/Intermediate Curriculum.
PUB DATE- 90
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Activity Units; Curriculum Guides; Decision Making Skills; Disease Control; Disease Incidence; *Educational Objectives; Elementary School Students; *Health Education; *Health Promotion; *Integrated Curriculum; Intermediate Grades; Junior High Schools; Junior High School Students; Learning Activities; Student Attitudes

This Acquired Immune Deficiency Syndrome (AIDS) Curriculum was developed for intermediate elementary (5th, 6th, and 7th grade) students. It is an integrated unit that encompasses health, science, social studies, math, and language arts. The curriculum is comprised of nine class activities designed to meet the following objectives: (1) to determine what students know about AIDS in such a way that students will provide honest information; (2) to provide information about diseases and disease-causing organisms; (3) to learn how the human immune system operates; (4) to gain accurate information about AIDS; (5) to gain compassion for people with AIDS; (6) to gain information about AIDS transmission; (7) to gain accurate information about the distribution of AIDS in the United States, to learn how to process data from the information given, and to learn about AIDS in the student's state; (8) to apply information learned about AIDS to a situation and to show compassion for people with AIDS by writing about a situation; and (9) to learn how to make good decisions by exploring alternatives and consequences and to apply decision-making to a situation where AIDS could be transmitted. The manual contains reproducible student handouts, transparency masters, a sample parent letter, and a cognitive test which assesses student knowledge of key facts about AIDS. (LL)

ED 364 525 SP 034 862

Health Enhancement: A Design for Montana's Future.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.; Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 39p.; For related documents, see SP 034 863-864.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Elementary Secondary Education; Fused Curriculum; *Health

(150),Information Analyses/State-of-the-art Materials
(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Education Courses; Education Majors; *Field Experience Programs; Higher Education; Pilot Projects; *Portfolios (Background Materials); *Preservice Teacher Education; Program Development; Secondary Education; *Student Evaluation; *Videotape Recordings
IDENTIFIERS- *Authentic Assessment; Collaboration for Improvement of Teacher Educ; *Preservice Teachers

This paper describes the redesign of the goals and objectives of a secondary teacher education program employing authentic assessment. A sophomore level field experience course was identified to run a pilot study of an assessment process that employed video portfolios for evaluation of students' teaching behaviors. The videotapes set the basis (with a measurable and observable baseline) for developing a portfolio to be used throughout the program and during future job interviews. Following a review of the literature, reflecting a national movement to provide more measurable and clearly defined teaching outcomes, the following steps of the redesign are highlighted: (1) development and refinement of program goals and objectives; (2) development of assessment instruments; and (3) collaborative assessment efforts with school districts. Steps which are to be completed over the next three years are also presented. Appendixes provide a list of assessment systems tasks; a syllabus entry for the Introductory Field Experience Course; field experience guidelines for students enrolled in the field experience course; a student evaluation form; a copy of a cover letter addressed to cooperating teachers explaining the teaching behavior assessment; and a Field Experience Performance Evaluation instrument. (Contains 19 references.) (LL)

ED 364 544 SP 034 914

Wiedmer, Terry L.
Perspectives on Scholarship in Education: Undergraduate and Graduate Students' Views on Faculty Scholarship.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). This study is one of five research studies on the topic, "perspectives on scholarship education" coordinated by the Faculty Role Expectation subgroup of the Renaissance Group of colleges and universities. The Renaissance Group is comprised of 17 institutions dedicated to quality undergraduate teacher education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Courses; *Education Majors; Elementary Secondary Education; Faculty Workload; Graduate Students; Higher Education; *Scholarship; Special Education; *Student Evaluation of Teacher Performance; *Teacher Education; *Teacher Educators; *Teacher Effectiveness; Teacher Role; Teacher Salaries; Undergraduate Students

Undergraduate and graduate education students (N=2,405) from 13 Renaissance Group Institutions were surveyed regarding their perceptions of the expectations of faculty involved in teacher education. A questionnaire, completed by participants, asked for background information and opinions regarding faculty work, pay, and role expectations. Student respondents indicated that teaching was overwhelmingly the most important job of a college

.40. (Contains 18 tables and 3 appendixes of statistics and coefficients, an additional 133 tables, and 15 references.) (Author)

ED 364 562 TM 020 715

Fisk, Arthur D.; And Others
Automatic Information Processing and High-Performance Skills: Principles of Consistency, Part-Task Training, Context, Retention, and Complex Task Performance. Interim Technical Report for Period November 1989-December 1990.
SPONS. AGENCY- Air Force Human Resources Lab., Wright-Patterson AFB, OH. Logistics and Human Factors Div.
PUB DATE- Apr 91
NOTE- 314p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Context Effect; *Data Processing; Difficulty Level; Knowledge Level; *Military Training; Performance; *Retention (Psychology); *Skill Development
IDENTIFIERS- *Automatic Information Processing; *High Performance Skills; Knowledge Acquisition

Six series of experiments (11 individual experiments involving over 150 subjects) were conducted to further extend automatic/controlled processing research to command and control mission-specific training. The issues examined in these experiments were related to retention of task-component skills of amount of practice, component training for memory-search-dependent tasks, and effects of degree of consistency, context, and task performance dependent on interactions of memory scanning, visual search, rule-based processing, and acquisition of procedural knowledge. A final section of the document outlines how the present data provide processing principles that augment previous human performance guidelines that have been shown to be important for high-performance-skills training. Seven appendixes provide supplemental information about the experiments, as well as a task user's manual for the studies. Twenty figures and 27 tables present study findings. (Contains 157 references.) (Author/SLD)

ED 364 563 TM 020 716

Personnel Profile: Characteristics of Certified Public School Employees 1980-1981 through 1990-1991.
PUB DATE- Apr 92
NOTE- 95p.; For the 1978-79 through 1986-87 report, see ED 291 696.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Age Differences; *Assistant Principals; Educational Background; Elementary School Teachers; Elementary Secondary Education; Experience; *Librarians; Personnel Data; *Principals; Profiles; Public Schools; *Public School Teachers; Racial Differences; *School Counselors; School Personnel; School Statistics; School Surveys; Secondary School Teachers; Sex Differences; State Surveys; Tables (Data)
IDENTIFIERS- *Central Office Administrators; North Carolina

This report provides information on selected characteristics of certified public school employees between 1980-81 and 1990-91. Information on certified personnel in 1989-90 was not available. Certified employees are grouped into function areas

(ED), Washington, DC.
PUB DATE- 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Educational Planning; Educational Practices; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Integrated Activities; Models; Political Influences; Seminars; *Teacher Evaluation; *Theories
IDENTIFIERS- *Center for Research on Educ Account Teacher Eval

The Cross-cutting Evaluation Theory Planning Seminar was initiated to provide insight that will assist in development of a planning proposal for the Cross-cutting Theory Project of the Center for Research on Educational Accountability and Teacher Evaluation (CREATE). CREATE consists of five separate programs, four of which address specific topics in educational accountability and teacher evaluation. The Cross-cutting Theory Project will explore ideas emerging from individual CREATE projects and integrate findings in ways that will facilitate use in schools. Four background papers were prepared as the foundation for the theory development planning seminar. Discussions by the four planning teams followed the background papers. Additional reports from James Stronge, Edward Iwanicki, and Carol Dwyer discuss the evaluation models in more depth, with Michael Scriven providing an analysis of the models. The seminar closed with a summary of the proceedings by William Webster. The four background papers (appendixes A through D) are: (1) "Discussion Draft of a Tentative Work Plan for Project 4.1--CREATE Study Committee on Theory and Practice in Educational Evaluation: Cross-Cutting Theory and Practice" (Daniel L. Stufflebeam); (2) "A CREATE Overview" (Arlen Gullickson); (3) "The Foundations of Educational Accountability" (Michael Scriven); and (4) "Politics of Teacher Evaluation" (Gene V. Glass and Barbara A. Martinez). Six tables illustrate the discussion. (Contains 19 references.) (SLD)

ED 364 582 TM 020 807

Dorward, Jim; Trezise, Kathleen
An Evaluation of a Model Elementary Mathematics Education Program Designed To Increase Relevant Instructional Practice. Phase One: Program Description and Identification of Variables.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Curriculum; College Students; *Course Evaluation; Data Collection; Educational Practices; Education Majors; Elementary Education; Elementary School Mathematics; Higher Education; Longitudinal Studies; *Mathematics Instruction; Models; *Preservice Teacher Education; *Research Methodology; *Teaching Methods
IDENTIFIERS- *Utah State University

In 1993 a new mathematics education program was implemented at Utah State University (Logan) in a cooperative effort of the university's Department of Elementary Education and Department of Mathematics and Statistics. The program is designed to increase teacher awareness and classroom utilization of teaching strategies that develop pupil understanding and appreciation of relationships between mathematical concepts and real-life experience or phenomena. As part of the evaluation

(Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary School Students; Elementary Secondary Education; National Norms; *School Statistics; Scores; Secondary School Students; *State Programs; State Surveys; *Student Evaluation; Tables (Data); Testing Programs; Test Interpretation; *Test Results
IDENTIFIERS- Iowa Tests of Basic Skills; *Oklahoma School Testing Program; Tests of Achievement and Proficiency

This report provides an overview of the Oklahoma School Testing Program and summarizes students' average achievement test scores from 1986 through 1993. Students were administered the Iowa Tests of Basic Skills (ITBS) in grades 3, 5, and 7; and the Tests of Achievement and Proficiency (TAP) in grades 9 and 11 in spring 1993. Test results indicate that the average student in these grades is performing at a level that is equivalent to, or slightly above, the national average in all subject levels. In addition, students tested in 1993 earned scores that are equal to, or slightly higher, than those of 1992. Fourteen tables and 11 figures in the body of the text present figures about the achievement of Oklahoma students. Nine appendixes contain an additional 355 pages of results in table form, and provide the following information for 1992: (1) state level results; (2) a summary of state results; (3) a list of averages by region for grade 3; (4) averages for grade 5; (5) averages for grade 7; (6) averages for grade 9; (7) averages for grade 11; (8) percent of scores under the normal curve; and (9) a companion document, the "Interpretive Guide--1993" published by Riverside Publishing Company. (Contains 10 references.) (SLD)

ED 364 602 TM 020 850

Report of Student Performance 1992-1993: Writing, Grades 4, 6, and 8.
PUB DATE- 93
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Elementary Education; *Elementary School Students; *Essay Tests; Grade 4; Grade 6; Grade 8; Graphs; Holistic Evaluation; *School Statistics; Scoring; *State Surveys; *Student Evaluation; Tables (Data); *Test Results; Writing Achievement; Writing Evaluation; Writing Skills; Writing Tests
IDENTIFIERS- *North Carolina; Performance Based Evaluation

An essay to test writing skill has been administered to North Carolina sixth and eighth graders for 10 years. In 1992-93, fourth graders were also tested. Each year compositions are graded by readers trained to apply a uniform set of criteria to the essays. Composition criteria are main ideas, supporting detail, organization, and coherence. A focused holistic score scale from one to four is used, and each paper is rated by two independent readers. Twenty-four percent of the 84,686 fourth graders scored at or above the mid-point of the 4-point scale, and 32 percent scored at 1 or 1.5. Just over 41 percent of the 84,369 sixth graders scored at or above the mid-point, and 21.9 percent received the lowest scores of 1.0 or 1.5. In the eighth grade, 57.9 percent of the 81,845 eighth graders wrote well enough to score at or above the mid-point, and about 10 percent scored at the lowest 1.0 or 1.5. Overall, writing scores improved slightly at grade 8 and declined slightly at grade 6 through 13 essays, which suggest the range of knowledge that truly literate individuals need to possess. The following essays (most were written prior to the publishing of "Cultural Literacy" and "The Closing of the American Mind" in 1987) are presented: (1) "A Talk to Teachers" (James Baldwin); (2) "Who is Your Mother? Red Roots of White Feminism" (Paula Gunn Allen); (3) "The Path of the Red and Black Ink" (Gloria Anzaldua); (4) "People, Land, and Community" (Wendell Berry); (5) "A Journey into Speech" (Michelle Cliff); (6) "If I Could Write This in Fire, I Would Write This in Fire" (Michelle Cliff); (7) "How I Started To Write" (Carlos Fuentes); (8) "In Defense of the Word" (Eduardo Galeano); (9) "Documented/Undocumented" (Guillermo Gomez-Pena); (10) "Strangers in the Village" (David Mura); (11) "America: The Multinational Society" (Ishmael Reed); (12) "Invisibility Blues" (Michele Wallace); and (13) "Report from El Dorado" (Michael Ventura). The book concludes with an expanded list of essential names, phrases, dates, and concepts considered to be part of a multicultural fabric. (Contains 18 endnotes.) (GLR)

ED 364 622 UD 029 600

Mangan, J. A., Ed.
The Imperial Curriculum: Racial Images and Education in the British Colonial Experience.
PUB DATE- 93
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Colonialism; Cultural Awareness; *Curriculum Development; *Educational Change; Educational Discrimination; Elementary Secondary Education; Foreign Countries; *Imperialism; Political Influences; Racial Attitudes; *Racial Bias; Resistance to Change; *Stereotypes; *Textbook Bias
IDENTIFIERS- Africa (East); Australia; Canada (West); England; Indonesia; Ireland; New Zealand; South Africa

This book presents a comparative analysis of racial attitudes within formal schooling of both Britain and its former dominions and colonies. It provides essays that examine racism, education, and imperialism, and focuses on the function of education, curriculum, and textbooks in shaping imperial images of dominance and deference. The following essays are provided: (1) "Images for Confident Control: Stereotypes in Imperial Discourse" (J. A. Mangan); (2) "The Imperial Indian: India in British History Textbooks for Schools 1890-1914" (Kathryn Castle); (3) "The Black African in Southern Africa: Images in British School Geography Books" (T. Lilly); (4) "The Irish and Others in Irish Nineteenth-Century Textbooks" (John Coolahan); (5) "Race, Empire and the Maori in the New Zealand Primary School Curriculum 1880-1940" (Colin McGeorge); (6) "Racial Stereotypes in the Australian Curriculum: The Case-Study of New South Wales" (Stewart Firth and Robert Darlington); (7) "Resistance to an Unremitting Process: Racism, Curriculum and Education in Western Canada" (Jo-ann Archibald); (8) "Racism, the School and African Education in Colonial Kenya" (Anthula Natsoulas and Theodore Natsoulas); (9) "The Creation of a Dependent Culture: The Imperial School Curriculum in Uganda" (P. G. Okoth); (10) "Rulers and Ruled: Racial Perceptions, Curriculum and Schooling in Colonial Malaya and Singapore" (Keith Watson); (11) "'English in Taste, in Opinions, in Words and Intellect': Indoctrinating the Indian through Textbook, Curriculum and Education" (Suresh Chandra Ghosh); and (12) "Historical Discourses, Racist Mythology and Education in students support positive effects of the program on student attitudes and educational goals. Survey replies of 131 parents also indicate constructive changes in student attitudes. Achievement test score improvements for reading and language and a non-significant improvement in mathematics indicate that the program is effective in improving academic achievement. Recommendations are made for program improvement. Three figures, 1 chart, and 22 tables present study data. An appendix contains the surveys. (Contains 7 references.) (SLD)

ED 364 641 UD 029 624

Balkcom, Stephen; Himmelfarb, Harold
Success for All. Education Research Consumer Guide, Number 5.
PUB DATE- Aug 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Community Services; *Disadvantaged Youth; *Early Intervention; Educational Change; Elementary Education; Family Programs; Low Income Groups; Mental Health Programs; *Parent Participation; Poverty; Preschool Education; Program Descriptions; *Program Implementation; *Urban Schools
IDENTIFIERS- Baltimore City Public Schools MD; *Success for All Program

The activities and accomplishments of the Success for All program are described. Success for All is a school-based achievement-oriented program for disadvantaged students in prekindergarten through grade 5. The program is designed to prevent or intervene in the development of learning problems in the child's early years by effectively organizing instructional and family support resources within the regular classroom. The goal is to ensure that virtually every student in a high-poverty school will finish third grade with grade-level reading skills. The program grew from a partnership between the Baltimore (Maryland) Public Schools and the Center for Research on Elementary and Middle Schools. To date, Success for All has been implemented in 50 schools in 15 states. It is based on the beliefs that every child can learn, that early success is critical for later success, that learning deficits can be prevented through intervention, and that effective school reforms are comprehensive and intensive. Activities and costs are described. A feature of Success for All is the family support team that works with parents to ensure children's success, providing community and mental health services if necessary. Ten successful program sites are described, and four resources for more information are listed. (Contains 3 references.) (SLD)

ED 364 642 UD 029 625

Technology and Chapter 1: Solutions for Catholic School Participation.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Public Schools, 14201 School Lane, Upper Marlboro, MD 20772.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Literacy; Computer Science Education; *Educational Technology; Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; Interprofessional Relationship; *Mentors; Professional Development; School Districts; Secondary School Teachers; *Technological Advancement; *Technology Education; Workbooks
IDENTIFIERS- *Computer Mentoring; Prince Georges County Public Schools MD; Protege Mentor Relationship; University of Maryland

The purpose of this packet is to assist school districts and other agencies in establishing a technology education program based on the computer mentor model. An "Executive Overview" is provided, along with the "Computer Mentoring Course Guide" and "Computer Mentoring: A Case Book." The Computer Mentor program was designed to prepare experienced computer-using teachers to serve as mentors to other teachers in their school sites. The program was implemented as a cooperative effort of the University of Maryland and the Prince Georges County Public Schools. Mentors, who selected one to five teachers as proteges, participated in a one-semester course that provided guidance and information on specific technology and resources. Summative evaluation data for 2 semesters and 21 mentors (54 proteges) indicated the value of the program in affecting teacher attitudes and technology use. The "Computer Mentoring Course Guide" includes specific information and samples pertaining to the program's course. "Computer Mentoring: A Case Book" provides a compilation of issues and experiences encountered by former program mentors. It is used as a resource in the mentor course. In addition, a videotape, "Mentoring: Issues and Concerns," is available. (Contains 6 references.) (SLD)

PUB DATE- 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Computer Uses in Education; Context Effect; Cost Effectiveness; *Distance Education; Educational Practices; *Educational Technology; Foreign Countries; *Learning Strategies; Models; Nontraditional Education; Teaching Methods; Technological Advancement; *Teleconferencing; User Needs (Information)
IDENTIFIERS- Audiographics; Audio Intercommunication Systems; Canada; Compressed Video

This manual, based on work completed for Francophone distance educators in Ontario, explores the factors and dynamics needed for learning and teaching in new classrooms that are created by the conferencing technologies of audio, audiographic, computer, and compressed video. These classrooms are new in that learners are not gathered physically in one location, and the cues available for predicting and assessing others' reactions are different from those available in face-to-face interactions. These four technologies are the most cost effective and accessible alternatives that provide the same technical opportunities in each site and allow emulation of the traditional classroom. Part 1 of this guide focuses on the key issues involved in establishing the learning context. Principles of adult learning, learning strategies, and models of instruction are discussed. Part 2 reviews each of the conferencing technologies concerning the following topics: (1) description; (2) critical preparation; (3) indicators of good use; (4) indicators of poor use; (5) examples from current practice; and (6) selected readings (85 in all). Eight appendixes provide taxonomies of learning strategies, additional guidelines, and some evaluation principles and forms. (Contains 50 references.) (SLD)

DESCRIPTORS- *Computer Networks; Futures (of Society); *Information Networks; *Information Technology; Models; Pilot Projects; *Research Utilization; Systems Development; *Technological Advancement
IDENTIFIERS- Information Infrastructure; Internet; *National Research and Education Network

This background paper analyzes technologies for tomorrow's information superhighways. Advanced networks will first be used to support scientists in their work, but will soon be deployed more widely in business, entertainment, health care, and education. Significant progress has been made toward the development of gigabit network technology since the basic characteristics of the design of broadband networks began to emerge in the mid-1980s. No insurmountable technological barriers to the gigabit National Research and Education Network (NREN) appear to exist, as work in the testbeds (i.e., initial testing programs) is demonstrating. Testbed networks model the configuration in which the technology is expected to be deployed, in that test sites are separated by realistic distances and realistic technological applications will be used. Testbed applications research helps researchers understand how the NREN can be used to achieve science goals and as a testbed in itself, demonstrating technology that can be deployed more widely. The following topics are reviewed: (1) the Internet; (2) broadband network technology; (3) gigabit research; and (4) application of testbed research. One table and 17 figures illustrate the discussion. Highlighted points are summarized in 10 boxes. (SLD)

provided by a CBT partner. Implications of these results, including the role of the instructor and the responsibility of the software developer are discussed. (Contains 21 references.) (Author/SLD)

ED 364 246   IR 054 746

Stephenson, Stanley D.
Maximizing Achievement in Computer-Based Training (CBT): The Role of the Instructor and Other Variables. Interim Technical Paper for Period June 1990-February 1991.
SPONS. AGENCY- Armstrong Lab, Brooks AFB, TX. Human Resources Directorate.
PUB DATE- Jul 91
NOTE- 21p.; For related documents, see IR 054 744-745.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; *Educational Environment; Educational Research; Higher Education; Teacher Attitudes; Teacher Behavior; Teacher Effectiveness; *Teacher Role; *Teacher Student Relationship; Teaching Methods

The role of the instructor in the computer-based training (CBT) environment has typically not been researched. Yet, recent studies have shown that the behavior and the attitude of the instructor can affect achievement in CBT. Moreover, the importance of the instructor in traditional instruction (TI) settings has been well documented. This paper summarizes the important functions served by the effective TI instructor and discusses how these functions can be provided in CBT. The paper concludes with recommendations on how to structure the CBT environment to ensure that achievement is maximized. (Contains 34 references.) (Author)

Councils; *College Planning; College Role; Community Colleges; Educational Finance; *Equal Education; *Minority Groups; Nondiscriminatory Education; *Planning Commissions; *Program Development; Resource Allocation; Self Evaluation (Groups); Two Year Colleges; Two Year College Students
IDENTIFIERS- California Community Colleges

Working from a timeline established by the Office of the Chancellor for the California Community Colleges (CCC) for implementing student equity initiatives, this report describes a model process for planning and implementing programs to increase minority participation and graduation rates. The first section describes the planning group, suggesting that colleges assign the project to a committee at the highest level, rather than creating a special committee for the purpose, and that the chief executive officer be made ultimately responsible. The next section reviews budgetary concerns, suggesting that early preparation is useful, despite the need for estimating uncertain future revenues. The final sections outline phases of a model planning process, with actions presented chronologically based on the CCC timeline. The first phase is for the spring and includes organizing the committee; collecting and reviewing new data; reviewing existing programs and plans; and collecting information about the college climate through surveys, discussions with student and community groups, and campus inspections. The next phase is for September in which tentative goals should be established by reviewing data on student access and success and the campus climate. The next phase corresponds to October and involves meeting with various school groups to ascertain what changes will prove to be most useful. Finally, in the November phase, priorities are established and in the December phase the plan is reviewed and adopted by the board. (MAB)

Board of Governors' Commission on Innovation) and internal forces (e.g., focused national educational efforts to profile distance education students, deal with ethical considerations of access, and provide for faculty development and planning) influencing the debate on expansion of distance learning in higher education. The paper highlights National Education Association Policy recommendations and reviews research on the advantages and disadvantages of distance learning, faculty resistance, institutional priorities, personalized student-teacher contact, and good practice in undergraduate education. (PAA) identify, create, and pursue an increased variety of options in their lives, as well as teaching academic and life management skills and providing information about the school and the community. Next, the reviews current thinking on fuzzy logic (an attempt to bridge the gap between scientific logic and ordinary logic), concluding that a wide range of factors can have a direct impact on learning outcomes, including empowerment and such personal qualities as motivation, commitment, and tenacity. The next section summarizes the major contributions that TQM and Total Quality Improvement (TQI) can make to the discussion of student success, drawing parallels between the business world and education. Learning is discussed as an on-going process that lends itself to the principles of TQM/TQI, and prerequisites for applying these principles in education are identified. Hidden factors that limit student success are enumerated, and their relationship to locus of control is discussed. Next, the chaos theory of education is discussed, suggesting that effective new processes do not need to be clearly understood or based on traditional beliefs to yield consistent outcomes. Finally, a paradigm for developing independent learning skills is presented. (MAB)

the participants' homes during six 90-minute sessions. Results indicated the act of tattling demonstrates that children believe a simple report on the misdeeds of the sibling will draw their parents into an alliance and influence the outcome of the conflict. Older children tattled significantly more often than did younger children. While children's frequent transgressions of certain family rules were reflected in siblings' tattling, other less frequently transgressed rules were more prominent in the children's reports to their parents. Data suggested that older children viewed property damage as especially reprehensible behavior, whereas younger children were concerned about physical aggression. Younger and older children tattled with different goals. Older children were concerned about issues of loyalty while younger children tended to be concerned about issues of power. Tattling outcomes did not account for differences in older and younger children's tattling behavior. (TJQ)

ED 364 318   PS 021 721

Public Education Manual.
PUB DATE- 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; *Community Resources; *Community Support; *Day Care; Early Childhood Education; Financial Support; *Program Development; Program Evaluation; Program Implementation; *Public Affairs Education; Public Relations
IDENTIFIERS- *Child Care Resource Centers; *Resource Development

Noting that every community is faced with providing high quality, affordable, and accessible child care, and that child care resource centers (CCRCs) are among the best tools for helping communities meet child care needs with the combined resources of the community, this manual is designed to help CCRCs design a public education program to meet the unique needs of their communities. The 10 chapters discuss the following topics: (1) the goals and functions of public education programs; (2) program planning; (3) community assessment; (4) goal-setting and project selection; (5) presentation of child care issues to the public; (6) media relations; (7) key child care issues; (8) laws and government agencies that affect child care; (9) program evaluation; and (10) resources available to public education committees. (TJQ)

Theory Practice Relationship
IDENTIFIERS- African Americans; Developmentally Appropriate Programs; *Parent Expectations

By describing the characteristics of the educational and developmental belief systems of low-income African-American parents of kindergarten children, this study extended previous research on parents' beliefs about early education and development to more ethnically and socioeconomically diverse subject groups. A sample of 115 African-American mothers and other primary caregivers of kindergarten children completed a version of the Educational Attitude Scale and reported their intended involvement in home and school learning activities. Follow-up interviews were conducted with 21 parents. Regardless of their own educational level, participants favored adult-directed, formally academic strategies for promoting children's learning and development. Behavioral expectations were especially high for African-American boys, particularly among less educated parents. Positive correlations between sets of items describing developmentally inappropriate and appropriate practices reflected a tendency to approve of both formal, paper-and-pencil learning and informal, concrete methods. This response pattern contrasts with patterns identified in previous research with affluent white parents and early childhood teachers, who made sharp distinctions between these educational approaches. Results suggest that most African-American parents support all attempts to enhance their children's learning and that theoretical distinctions are not salient. (MM)

This policy brief synthesizes the proceedings of a symposium on children and family services, focusing on elements of successful collaboration among human services agencies. In the first section of the brief, the meaning of collaboration in the family services context is clarified, and ways in which the current focus on collaboration differs from earlier service integration strategies are explored. The next section offers brief descriptions of the Florida State Coordinating Council of Early Childhood Services; the Missouri Caring Communities Program; and the Maryland Children and Family Service Reform Initiative. In the following section, six essential ingredients to improving services through integration are discussed, with reference to the three state programs. These ingredients are: (1) a climate for change, including the realization that a problem exists with some vision for solving it, prior experience with coordinating services, a renewed stimulus for change, and start-up funding; (2) leadership at many levels, including foundation officials, mid-level managers, project directors and staff, and families; (3) flexibility to alter service system structures and delivery methods and adequate financial resources; (4) formal and informal problem-solving structures and mechanisms for dealing with conflict; (5) supportive relationships among partners in the collaborations; and (6) demonstrated and documented results. The final section offers concluding comments on potential pitfalls, needs for information and consensus, and means of replicating success; and discusses future directions for promoting a collaborative approach to improved services. (AC)

of efforts between schools and service agencies. (SV)

ED 364 375 RC 019 392

Mellencamp, Amy; And Others
Developing Collaborative Schools: A Model for Educating Rural Students with Disabilities in the Regular Education Environment.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 21p.; Paper presented at the Annual Meeting of the National Rural Education Association (85th, Burlington, VT, October 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Collegiality; *Educational Change; Elementary Secondary Education; *Mainstreaming; Models; *Participative Decision Making; *Regular and Special Education Relationship; Rural Schools; Staff Development; *Teacher Attitudes; Teacher Participation
IDENTIFIERS- *Teacher Collaboration; Vermont

In collaborative schools, regular and special education teachers meet regularly to analyze and make decisions about instructional practices and services to meet the needs of all students. This paper explores the effectiveness of a school development model in helping small rural schools adopt three characteristics of collaborative schools: (1) a schoolwide team approach in which all school professionals engage in cooperative planning and problem solving; (2) ongoing individual professional development; and (3) inclusionary instructional practices. The school development model consists of an eight-step process: define the problem; analyze the problem; brainstorm solutions; select the best solution; develop an action plan; implement the action plan; develop teacher-leaders; and evaluate the action plan. This process was implemented over a 4-year period in four small elementary and secondary schools in northern rural Vermont. Annual surveys of teacher participants revealed that the model: (1) was effective in creating change in schools; (2) was adaptable to various settings; (3) increased teacher participation in instructional decision making; (4) was dependent on the principal's support; (5) increased teacher collaboration and team teaching; (6) fostered peer leadership skills; (7) increased the use of various inclusionary instructional practices; and (8) required a significant commitment of time and resources. This paper includes an outline of inclusionary educational strategies aimed at teachers and students. (SV) family, a discussion of why rural teachers must reject rural marginalization for themselves and their students, a book review of "Dreamers and Desperadoes" (Craig Lesley and Katheryn Stavrakis, eds.), and descriptions of three books with female protagonists for young people. "A Community-History Project" (Marilyn Smith) describes a senior class project on local history. "Winning for the Small Schools" (Nathan James Weate) discusses the role that rural communities can play in improving American life and the role that rural schools can play in the restructuring of American education. (SV)

ED 364 396   RC 019 418

Stutzman, Esther
American Indian Stereotypes: The Truth Behind the Hype. An Indian Education Curriculum Unit.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 93
NOTE- 38p.; Photographs and some drawings may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian History; *American Indians; *Curriculum Guides; Educational Resources; *Ethnic Stereotypes; Grade 6; Intermediate Grades; *Textbook Bias; Textbook Evaluation; *United States History

This curriculum guide dispels the stereotypes of American Indians that humiliate and degrade real Indian culture and add fuel to the fire of racism and prejudice. It begins with a timeline of American Indian history from 15,000 B.C. to the present, and compares it to a historical timeline of Europe-Asia. The stereotype of the savage Indian is perpetuated through movies, textbooks, coloring books, and toys. Movie stereotypes and inaccuracies are presented in the form of a glossary of "Indian" terms. Both primary and secondary textbooks tend to reinforce stereotypes. History books devote little space to American Indians. They overlook American Indians' culture, knowledge, and contributions to today's society. A letter to the Mayor of Chicago written by the Grand Council Fire of American Indians in 1927 urged that school children be taught the truth about the First Americans. Reviews of several social studies texts for grades 3-12 point out strengths and weaknesses concerning their portrayal of American Indians. Examples of Indian-related materials from texts, coloring books, and advertisements show widespread offensive stereotypes and erroneous information. This guide was developed for the sixth grade level but can be easily adapted for use in other grades. (KS) word problems without a strong fact background, and some beginners are unsuccessful in solving various types of word problems although they do have a strong basic fact background. This study supports a constructivist view of curriculum and suggests further investigation of the potential for damage to be done by curricula too focused on basic facts. Examples of word problem types and correlation and regression data are provided. (MKR)

ED 364 416 SE 053 891

Adey, Philip; And Others
Thinking Science: Classroom Activities in Secondary Science. Teacher's Guide.
PUB DATE- 92
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Concept Formation; High Schools; Models; Predictor Variables; Process Education; *Science Activities; Science Curriculum; Science Education; *Science Experiments; Scientific Concepts; *Secondary School Science; *Thinking Skills
IDENTIFIERS- *Science Process Skills

This teacher's guide is part of a program of activities that help secondary-level students develop the complex thinking skills needed to succeed in science. This program can be used with current curriculum materials. It is designed to help students integrate ideas and develop concepts that demonstrate higher level thinking. A rich environment of experience and thinking opportunity supports and guides students to an optimal level of performance. The 30 activities in this guide are presented in the following format: An introduction sets the objectives of the activity and points out the main idea on which to concentrate. An apparatus summary provides a checklist of the supplies that will be required. A procedure summary outlines the steps and ideas of the lesson. This summary is intended as an aid during the lesson. Following the procedures are the student materials. The activities encompass the topics of variables, proportionality, compensation, probability, classification, formal models, compound variables, and equilibrium. (PR) at Yale and the East Asian Education Resource Center and Library. Annotated bibliographic entries appear under the categories: China, Japan, Korea, Asia, Asian Americans, and International/Global, along with listings of films and videos, slide sets, and other audio-visual materials. A listing of "Organizations at/or Affiliated with Yale" includes libraries, galleries and collections, and organizations and associations. The catalog provides subject and title indices. (SG)

ED 364 440   SO 023 082

Ogletree, Earl J.
Creativity and Waldorf Education: A Study.
PUB DATE- 91
NOTE- 19p.; Some drawings may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Research; Comparative Analysis; *Creativity; Elementary Education; Foreign Countries; Private Schools; Public Schools; *Student Development; Thinking Skills
IDENTIFIERS- England; Germany; Scotland; *Waldorf Schools

This paper discusses the comparative philosophical tenets and practices of Germany's Waldorf and state schools with regard to the creativity thinking ability of students. Waldorf schools, developed some 70 years ago, are based on the philosophy of creative idealism known as anthroposophy. A study of 1165 third through sixth grade children from Germany, Scotland, and England compared Waldorf and public schools. Students took the Torrence Test of Creative Thinking Ability, which includes verbal and figural components. The test is intended to measure: (1) fluency, the number of ideas produced; (2) flexibility, the different categories of ideas produced; (3) originality, the unusualness of an idea; and (4) elaboration, the development of an idea. Results showed that cross-culturally, Waldorf students obtained significantly higher creativity scores than their public school counterparts. In the figural part of the test, Waldorf student pictures showed greater technique, quality, and maturity. The findings may be attributable to the maturational readiness and nurturing aspects of the Waldorf schools, and the program's discouragement of student exposure to television and radio. Waldorf education also tends to foster a positive school climate and reduce faculty and student stress. Contains 30 references. (SG)

coupled with educational know-how if complex legal concepts are to be translated into a language young people can understand. Both lawyers and teachers must work cooperatively to combine the expertise of the two disciplines. (DK)

ED 364 464   SO 023 502

Metcalf, Fay
Knife River: Early Village Life on the Plains. Teaching with Historic Places.
PUB DATE- 93
NOTE- 16p.; Photographs may not reproduce clearly. For related documents in this series, see SO 023 503-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; *Culture Contact; Elementary Secondary Education; *History Instruction; Instructional Materials; Maps; Social Studies
IDENTIFIERS- *Hidatsa (Tribe); Knife River Indian Village; *Mandan (Tribe)

This document, from the lesson plan series, "Teaching with Historic Places," examines the Native Americans who lived on the plains along the Knife River in what is now North Dakota. Following an introductory section, the document sets out student objectives, teaching activities, readings, and illustrations. The teaching activity suggestions include details on "Setting the Stage"; "Locating the Site"; "Determining the Facts"; and "Putting It All Together." The document also includes two map exhibits, notes to the maps, reading handouts, details on visiting the site, suggestions for further reading, and a series of photographs and illustrations. (SG) conducts no law related education activities but works closely with state centers for law and civic education, to elaborate programs. The entry for Alaska describes a program through the youth court in which juveniles accused of misdemeanors and felonies involving property, assault, and firearms charges, appear in a court where the roles of attorneys, bailiffs, clerks, and judges are filled by youth. Students in grades 7 through 12 can take an 8 to 10 week comprehensive law course. After passing a bar exam, they are sworn in as attorneys. Adult attorneys review students' research on each case. Hearings are held in court. Sentences include community service, essays, attendance at adult arraignments, restitution and fines, and classes in shoplifting or substance abuse education. More typical activities listed include Law Day, visits to classrooms by judges, oral arguments held at schools, bicentennial celebrations, student visits to court, teacher education, mock trials, and curriculum development. (DK)

ED 364 487   SO 023 626

State and Local Bar Associations Law-Related Education Activities.
PUB DATE- 93
NOTE- 26p.; For related items, see SO 023 625-628.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcohol Education; Drug Education; Elementary Secondary Education; *Law Related Education; Lawyers; *Learning Activities; Professional Associations; School Community Relationship; Social Studies; *Youth Programs
IDENTIFIERS- American Bar Association; Law Day

This document is a listing of the law-related education activities of state and local bar associations grouped by state. Under each state, the state association and often one or more local association are listed. Information on each association includes committees relating to law related education, a listing of law related education activities, funding sources, and the name, address, and phone number of the appropriate contact person. Some association listings also include volunteer recruitment strategies and resources. Listed activities include Law Day, mediation, Lawyer in the Classroom, teen court, mock trials, court docent, bicentennial, teacher education, programs for at-risk youth, and drug prevention projects. The most common funding sources include general operating budgets, bar foundation grants, senior bar funding, Young Lawyers Section activity budgets, and organization dues. Volunteers are recruited by personal appeals, contacts for specific projects, publicity of projects, volunteer sign up sheets in dues packets, special invitations, and articles in organization newsletters. Resources listed include booklets, videos, newsletters, and curricular materials. (DK) sites, the Center's year end financial statement, and the 1992-94 budget complete the document. (LL)

ED 364 505 SP 034 801

Cahn, Marilyn
Our Bodies, Our Cells: Children's Activities in Body Systems. Children's Activity Series.
PUB DATE- 93
NOTE- 71p.; For related documents, see SP 034 802-803. Illustrated by Eric Berg.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cardiovascular System; Child Health; Class Activities; Elementary School Students; *Health Education; *Human Body; Hygiene; Instructional Materials; Integrated Curriculum; *Learning Activities; Muscular System; Physical Fitness; Primary Education; Skeletal System; Teaching Guides
IDENTIFIERS- Age Appropriateness; *Body Awareness; Cells (Biology); Digestive System

The supplemental teaching resources provided in this book offer a variety of concrete, visual activities designed to help classroom and daycare center teachers introduce children to the human body and the way it is organized. An analogy comparing human body parts to house parts is used throughout the book to make lessons clear and age-appropriate. Reproducible masters for student activity sheets and teacher patterns are found at the end of each lesson, along with suggestions for integrating lessons into art, science, math, and other areas of the primary curriculum. Through crafts, puppetry, and projects, children learn basic facts about the systems of the body, laying the foundation for future lessons in health and hygiene. The book is organized according to eight concepts: the first explores the components of the body and and the parts of a house; the second concept deals with the smallest element of the body, the cell; the third concept teaches about various body parts; the fourth and fifth concepts examine how muscles (including the heart muscle) work; the sixth concept explains the different parts (organs) involved in digestion; the seventh encourages children to demonstrate their knowledge of the digestive organs; and the eighth suggests ways to keep the body and all its cells healthy. (LL)

Education; *Health Promotion; Holistic Approach; Life Style; Mental Health; *Physical Education; State Standards; *Student Behavior; *Student Responsibility; Student Welfare
IDENTIFIERS- *Comprehensive School Health Programs; Healthy People 2000; Montana State Department of Public Instruction

The pamphlets in this packet describe the Montana Health Enhancement Curriculum, a comprehensive program that: combines the disciplines of health and physical education; offers a holistic approach to a quality life; and incorporates wellness principles into the public school curriculum. The program, developed by the Montana Office of Public Instruction in compliance with newly adopted state standards, seeks to educate children with respect to the importance of self-responsibility in achieving and maintaining a healthy lifestyle, encourages the establishment of health behaviors that can be maintained throughout life; and allows the principles of wellness to be integrated throughout the curriculum. The pamphlets include: a position paper that discusses the incorporation of comprehensive health programs into the public school curriculum, an introduction to the Health Enhancement Program; learner outcomes (K-12); resources; a conceptual model for a health enhancement curriculum; Montana's adolescent health status; a description of the comprehensive health education program that comprises a planned sequential K-12 curriculum addressing physical, mental, emotional, and social dimensions of health; and year 2000 objectives. (LL) education professor and that professors should dedicate more of their time to teaching. While students typically believed that education professors did an "outstanding job of preparing teachers," they were perceived as doing only a slightly better job of teaching than professors in other fields. Regarding grades, the majority of students disagreed with the often stated assumption that higher grades are easier to earn in education courses than in courses in other fields of study. Students thought that education professors worked approximately 41 hours per week, spent about 17 of these hours teaching in the classroom, and had a mean estimated annual salary of $40,100 per academic year excluding summer employment. The majority felt that education professors were underpaid and had significantly less status than doctors and lawyers. References and a list of Renaissance Group Institutions and participants in the study are included. (Author/LL) such as teachers, principals, guidance counselors, etc., based on each person's primary work assignment. Information is provided on personnel characteristics such as average age and experience, racial and sexual composition, and college degree levels. The information gives a historical picture of staffing patterns and significant trends. Data were obtained from reports completed by teachers and school districts, with much of the data derived from Student Activity Reports beginning with the 1989-90 school year. The report is divided into the following sections: (1) teachers; (2) principals; (3) assistant principals; (4) central office administrators and subject area and support area specialists; (5) librarians; (6) guidance counselors; and (7) other certified personnel. In all, 77 tables present personnel characteristics. (SLD) program, a longitudinal study is being conducted to identify the degree to which course goals and objectives are successful. The first phase describes the development, implementation, and evaluation of the preservice mathematics teaching strategies course and uses a mixed-method analysis strategy to generate criteria and variables used to assess relevant instructional practice. The second phase, to be undertaken in 1995, will describe and evaluate the degree to which course participants implement relevant instructional practices in their respective classes. Results from the first phase indicate that the mixed-method, data consolidation/merging analysis strategy (V. J. Caracelli and J. C. Green, 1993) is an appropriate model for studying relevant instructional practice. Four criteria were identified that may define relevant instructional practice, and two variables were identified as important considerations for phase 2 data collection and analysis. Three tables present study findings. (Contains 21 references.) (Author/SLD)

in comparison with 1990-91. Twenty-four tables and 56 figures (mostly bar graphs) present test results. (SLD)

ED 364 603   TM 020 851

Murthy, Kavita
What Makes r Positive or Negative?: An Exploration of Factors that Affect r with an Emphasis on Insight and Understanding.
PUB DATE- Nov 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Data Analysis; *Educational Research; Elementary Secondary Education; Higher Education; Influences; Mathematical Models; *Research Methodology
IDENTIFIERS- *Linear Relationships; *Pearson Product Moment Correlation

The Pearson product-moment correlation, r, is commonly applied in educational research. Almost all researchers realize that r ranges between -1.00 and 1.00, and that negative coefficients indicate that the bivariate relationship is inverse. Researchers also recognize that the Pearson r only evaluates linear relationship, and is not sensitive to curvilinear relationship. However, few researchers, if pressed, could explain exactly what makes r negative or positive, from a mathematical point of view, even though most researchers know what such results mean. The present paper explores the factors that affect r, including those that impact its sign. The reasons for preferring r over the covariance are explored. Small data sets and graphs are employed to make the discussion concrete. Four figures, four tables. (Contains 8 references.) (Author)

Twentieth-Century South Africa" (Peter Kallaway). (Contains 1 figure, 7 tables, and 821 endnotes.) (GLR)

ED 364 623 UD 029 601

Cushner, Kenneth; And Others
Human Diversity in Education: An Integrative Approach.
PUB DATE- 92
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Cognitive Style; Cultural Awareness; *Cultural Interrelationships; Cultural Pluralism; Culture Contact; *Curriculum Development; Educational Planning; *Educational Policy; Elementary Secondary Education; Intercultural Communication; *Interpersonal Relationship; *Multicultural Education
IDENTIFIERS- *Diversity (Groups)

This book addresses the issue of the underrepresentation of minority teachers and the lack of knowledge in schooling and teacher education concerning cultural differences and their affect on human interaction. It offers general frameworks within which specific problem situations can be addressed while also emphasizing the culture-learning (socialization) process: the process of how individuals become functioning group members and how their cultural conditioning produces barriers to understanding and interacting with those who are different from themselves. The text is divided into three parts. Part 1 provides a general exploration of the issues related to diversity and the individual. It contains a culture-general framework for understanding intercultural interactions that is designed to help illuminate common aspects of intercultural interactions, including the strong emotional experiences one is likely to have when confronted with those who are very different from oneself. Part 2 explores how the various issues of multicultural education, gender-sensitive education, and special education have been addressed in policy and practice in the United States. Part 3 provides a review of practical strategies that the professional can use to help reframe his or her interactions in the classroom. (GLR)

DESCRIPTORS- *Catholic Schools; *Compensatory Education; Computer Assisted Instruction; Disadvantaged Youth; *Economically Disadvantaged; *Educational Technology; Elementary Secondary Education; Federal Legislation; *Federal Programs; Poverty; Private Education; *Private School Aid; School Involvement; Supplementary Education; Technological Advancement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

This booklet is designed to provide pertinent information about Chapter 1 (Elementary and Secondary Education Act), explaining what it is, who can participate, how funds are spent, and how technology can be used in a non-public school to meet the needs of students. Chapter 1 channels federal funds to school districts with high concentrations of poor students to pay for their supplemental compensatory education requirements. Eligible non-public school children must be selected and served on the same basis as their public school peers. Non-public school administrators should work closely with the public school district Chapter 1 coordinator to design a program that will meet the children's needs. The participating non-public school does not own the supplies, equipment, and materials used in the Chapter 1 program; title is retained by the public school district. Technology-based instruction is one of the few aspects of the delivery of Chapter 1 services to students in religious non-public schools that has not been challenged in the courts. Instruction can be tailored to meet the needs of individual students and may be delivered without the presence of public school instructional employees. Features of a good technology system and the logistics of such a system are discussed. Three Catholic school systems in Elizabeth (New Jersey), Greenville (Mississippi), and Sacramento (California) using Chapter 1 funds successfully are described. While the focus of this publication is on computer-based technologies, promising technologies for the future are discussed briefly. A glossary and a list of state school liaisons are provided. (SLD)

ED 364 643   UD 029 626

Bass, Angela L.
Teacher Receptivity to a Multidimensional Training Model: Learning/Teaching Styles and Expectations.
PUB DATE- Apr 91
NOTE- 30p.; For related documents, see UD 029 627-628. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Style; Cooperative Learning; Elementary Education; Elementary School Teachers; Ethnic Groups; *Inservice Teacher Education; Peer Teaching; Program Descriptions; Racial Differences; Sex Differences; *Teacher Attitudes; Teacher Response; Teaching Methods; Training; *Urban Schools; Whole Language Approach
IDENTIFIERS- *Multidimensional Models; San Diego Unified School District CA; *Turning Point Program

The critical aspects of a training model used in a program called Turning Point are described. The program allows teachers to make appropriate paradigm shifts that empower them to analyze their own teaching styles and student expectations in an effort to address their students' learning styles more effectively. The training model makes it possible for teachers to recognize the different learning styles and requirements of their students and to address the increasingly diverse populations and the widening gap in achievement among students of varying gender and racial/ethnic groups. Turning Point resource teachers believe that as effective staff developers, their roles are those of coach and resource provider. Project teachers are trained in cooperative learning, learning and behavior styles, peer coaching, gender and ethnic expectations and student achievement, the whole language concept, and curriculum and its philosophical bases. The following training modules are described: (1) total project teacher training; (2) individual site project training; and (3) total staff training. A case study is presented of the school in which Turning Point is operative, an urban elementary school with 38 teachers and a very diverse student population. The common link provided by the program is emphasized. One chart presents model characteristics. (Contains 10 references.) (SLD)

ED 364 644   UD 029 627

Balser, Barbra
The Multidimensional Training Model: Linking Teaching/Learning Styles with Teacher Expectations.
PUB DATE- Apr 91
NOTE- 22p.; For related documents, see UD 029 626-628. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Style; Elementary Education; Elementary School Teachers; *Inservice Teacher Education; Literature Reviews; *Program Implementation; Racial Differences; Sex Differences; Staff Development; *Teacher Expectations of Students; Teaching Methods; *Training; Urban Schools
IDENTIFIERS- *Multidimensional Models; San Diego Unified School District CA; *Turning Point Program

This paper presents an overview of the research and literature on teaching/learning styles and teacher expectations. It also provides a rationale for linking teaching/learning styles with teacher expectations and establishes the basis for the pedagogy of Turning Point. Turning Point is a teacher training program that allows teachers to recognize the variety of learning and teaching styles that will enable them to teach diverse students of differing genders and different racial and ethnic groups effectively. The necessary conditions for program implementation are discussed in the context of application of the multidimensional staff development training model in a large urban school district. In addition, it presents an analysis of the data collected in summer 1990 when the model was implemented in six summer school classrooms of the San Diego (California) Unified School District. Data include attendance and academic achievement information and results of surveys of 58 parents and teachers. Results indicate that the transformation process is complex and requires close supervision, appropriate skill training, and practice opportunities, but that Turning Point is off to a great start in San Diego. (Contains 15 references.) (SLD)

ED 364 645   UD 029 628

Williams, Francine Foster
Organizing for Effective Implementation of a Multidimensional Training Model in a Large Urban District.
PUB DATE- Apr 91
NOTE- 55p.; For related documents, see UD 029 626-627. Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Cognitive Processes; Cost Effectiveness; Cultural Differences; Delivery Systems; Elementary Education; Elementary School Teachers; Ethnic Groups; Federal Aid; *Inservice Teacher Education; *Organization; *Program Implementation; Racial Differences; Sex Differences; Teacher Expectations of Students; *Urban Schools
IDENTIFIERS- *Multidimensional Models; San Diego Unified School District CA; *Turning Point Program

This paper focuses on the necessary preconditions for the development of the Turning Point program in a large urban school district. Organizational strategies, the selection process, and the schema for delivery of services are presented, along with an analysis of participant interviews, selection criteria, and budgetary considerations. The Turning Point Program is an effort to address the needs of a diverse student population and the widening gap in achievement among students of varying gender and racial/ethnic groups that emphasizes teaching/learning styles and incorporates previous teacher expectations of students and Student Achievement with Gender Ethnic Expectations programs. Turning Point was developed as part of a federal magnet assistance grant program and implemented in the San Diego (California) public elementary schools. From its initial implementation with 31 teachers, Turning Point has expanded to add 7 more schools and approximately 40 teachers. It is expected that the program will continue if funding continues. An appendix contains surveys used in the program and some responses. (Contains 63 references.) (SLD)

ED 364 646 UD 029 630

Stanfield, John H., II, Ed.; Dennis, Rutledge M., Ed.
Race and Ethnicity in Research Methods. Sage Focus Editions, Volume 157.
PUB DATE- 93
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academically Gifted; Black Students; *Comparative Analysis; *Educational Research; Elementary Secondary Education; Epistemology; Ethnic Groups; *Ethnicity; Ethnography; Higher Education; Participatory Research; *Qualitative Research; *Race; Racial Differences; *Research Methodology; Sex Differences; Social Class; Surveys; Urban Areas
IDENTIFIERS- African Americans; Discourse; Survey Research

The contributions in this volume examine the array of methods used in quantitative, qualitative, and comparative and historical research to show how research sensitive to ethnic issues can best be conducted. Rethinking and revising traditional methodologies and applying new ones can portray racial and ethnic issues as they really exist. The following

chapters are included: (1) "Methodological Reflections: An Introduction" (John H. Stanfield, II); (2) "Epistemological Considerations" (John H. Stanfield, II); (3) "Studying across Difference: Race, Class, and Gender in Qualitative Research" (Margaret L. Andersen); (4) "Participant Observations" (Rutledge M. Dennis); (5) "Ethnography as Personal Experience" (Elisa Facio); (6) "Analyzing Racism through Discourse Analysis: Some Methodological Reflections" (Teun A. van Dijk); (7) "Urban Ethnography: Another Look" (Melvin D. Williams); (8) "Demography and Race" (Carole C. Marks); (9) "Measuring and Detecting Discrimination in the Post-Civil Rights Area" (Samuel L. Myers, Jr.); (10) "Psychoeducational Assessment of Gifted and Talented African Americans" (James M. Patton); (11) "Survey Research on African Americans: Methodological Innovations" (A. Wade Smith); (12) "Toward a Multidimensional Historical Comparative Methodology: Context, Process, and Causality" (Duane Champagne); (13) "The Comparative Study of Ethnicity: Methodological and Conceptual Issues" (Charles C. Ragin and Jeremy Hein); and (14) "In the Archives" (John H. Stanfield, II). (Contains 509 references.) (SLD)

ED 364 647   UD 029 631

Dijk, Teun A. van
Elite Discourse and Racism. Sage Series on Race and Ethnic Relations, Volume 6.
PUB DATE- 93
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Business; *Educational Practices; Elementary Secondary Education; *Elitism; Ethnic Relations; Foreign Countries; Higher Education; Immigrants; Instructional Materials; *Mass Media Role; Minority Groups; Outcomes of Education; *Politics; *Racial Discrimination; Racial Relations; Social Stratification; Textbook Content
IDENTIFIERS- *Discourse; Eurocentrism

A new multidisciplinary discourse approach is introduced to the study of racism. It is shown that elites play a primary role in the reproduction of ethnic dominance and racism in the popular cultures of Western societies. The subtle forms of elite racism demonstrated in politics, business, academia, education, and the media are discussed. Chapter 5 focuses on academic discourse, emphasizing that influential scholars play an increasingly powerful role as academic support for other elites. Chapter 6 discusses educational discourse. Along with the mass media, the system of formal education is among the most important institutions involved in the reproduction of contemporary society. The results of educational practices are embodied in what counts as official knowledge as well as in norms, values, and other social cognitive frameworks. The portrayal of minorities and Third World peoples in elementary, secondary, and higher education textbooks is frequently stereotypical and Eurocentrist, if not blatantly racist. An analysis of Dutch textbooks supports this opinion. Studies have confirmed that, throughout the Western world, instructional materials reproduce the ethnic status quo and actively contribute to legitimizing it. The system contributes to the special difficulties of minority and immigrant children. An appendix lists the Dutch social studies textbooks reviewed. (Contains 319 references.) (SLD)

ED 364 648   UD 029 634

McAdoo, Harriette Pipes, Ed.
Family Ethnicity: Strength in Diversity. Sage Focus Editions, Volume 41.
PUB DATE- 93
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Asian Americans; Black Family; Cultural Awareness; Cultural Background; *Cultural Differences; *Economic Factors; *Ethnicity; *Family Characteristics; Family Structure; Hispanic Americans; Immigrants; Mexican Americans; *Racial Differences; Social Class; *Socialization; Social Services
IDENTIFIERS- African Americans; Chicanos; Muslims

Extensive information is provided about the various cultural elements, including attitudes toward education and work, that different family groups have drawn on in order to exist in the United States today. The family ethnicities of five distinct cultures (Native American, African American, Mexican American and Spanish origin, Muslim American, and Asian American) are considered. Each chapter provides information about such topics as the process of socialization, family values and histories, and family practices of these groups. The following chapters are included: (1) "Ethnic Families: Strengths that Are Found in Diversity" (Harriette Pipes McAdoo); (2) "Family Ethnicity in America" (Doris Wilkinson); (3) "Race, Mortality, and Families" (Edward L. Kain); (4) "Female-Headed African American Households: Some Neglected Dimensions" (Niara Sudarkasa); (5) "African American Extended Kin Systems: An Assessment" (Shirley J. Hatchett and James S. Jackson); (6) "Decision Making and Marital Satisfaction in African American Families" (John Lewis McAdoo); (7) "The Impact of Economic Marginality among African American Husbands and Fathers" (Phillip J. Bowman); (8) "Hispanic Families in the United States: Research Perspectives" (Catherine Street Chilman); (9) "Cuban Americans: From Golden Exiles to Social Undesirables" (Zulema E. Suarez); (10) "Support of Hispanic Elderly" (Juan J. Paz); (11) "Parenting Young Children in Mexican American/Chicano Families" (Estella A. Martinez); (12) "The American Indian Experience" (Suzan Shown Harjo); (13) "Kinship and Political Change in Native American Tribes" (Duane Champagne); (14) "Social Services with Native Americans: Current Status of the Indian Child Welfare Act" (Charlotte Tsoi Goodluck); (15) "The Muslim Family in North America: Continuity and Change" (Azim A. Nanji); (16) "Socialization of Chinese American Children" (Young-Shii Ou and Harriette Pipes McAdoo); (17) "Intergenerational Relationships among Chinese Immigrant Families from Taiwan" (Chien Lin and William T. Liu); (18) "Korean Immigrants' Marital Patterns and Marital Adjustments" (Pyong Gap Min); (19) "Migration and Family Adjustment: Continuity and Change among Vietnamese in the United States" (Steven J. Gold); (20) "Ethnic Sensitivity for Practitioners: A Practice Model" (Wynetta Devore and Harlon London); and (21) "Family Ethnicity: A Challenge for the Future" (Harriette Pipes McAdoo). (Contains 810 references.) (SLD)

ED 364 649 UD 029 635

Montgomery, Alesia; And Others
Educational Reforms and Students at Risk: A Review of the Current State of the Art.
SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC. Office of Research.
PUB DATE- Oct 93
NOTE- 165p.; "With contributions by Alesia Montgomery, Robert Rossi, Nettie Legters, Edward McDill, James McPartland, Sam Stringfield." Supersedes English manuscript version, see ED 362 541.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Disadvantaged Youth; Economically Disadvantaged; *Educational Change; Educational Improvement; Educationally Disadvantaged; Educational Research; Elementary Secondary Education; *High Risk Students; Low Income Groups; Minority Group Children; *Organizational Change; Poverty; *Program Implementation; School Restructuring; Urban Youth
IDENTIFIERS- *Reform Efforts

This monograph brings together what has been learned over the past few decades about children at risk, as it analyzes current strategies designed to improve student and school performance and proposes ways of achieving academic excellence with high reliability. Section 1, "Becoming at Risk of Failure in America's Schools," integrates research on students at risk into a conceptual framework for addressing the societal, home, and school-related factors that influence academic success. Historically, children of color and the poor have been disproportionately at risk in U.S. schools, but they are not the only children at risk. Risk factors are best conceptualized in terms of aspects of societal, home, or school dysfunction, rather than as qualities inherent in the child. Section 2 analyzes traditional and innovative school responses to the challenge of educating students at risk. In Section 3, obstacles to the implementation of reforms are examined and steps are suggested toward developing school organizational structures that may help ensure higher student success rates. Schools must make major organizational changes if they are to produce academic success with the same sort of high reliability that characterizes other areas critical to the public interest. (Contains 599 references.) (SLD)

ED 364 650 UD 029 636

Carreon, Victoria; Jameson, Wendy J.
School-Linked Service Integration in Action: Lessons Drawn from Seven California Communities.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Oct 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Needs; *Child Welfare; *Community Programs; Delivery Systems; Elementary Secondary Education; Family Programs; Federal Aid; Financial Support; *Integrated Activities; Minority Groups; Organizational Change; Parent Participation; Program Implementation; Program Improvement; *School Role; *Social Services; *State Programs
IDENTIFIERS- California; *School Linked Services; Service Delivery Assessment

State and county initiatives in California have sparked a movement for integration of social services. The practical lessons learned by communities integrating services for children and families were studied and are presented in this report. The study draws on the experiences of seven California communities (Fresno County, Los Angeles County, Oakland, San Bernardino County, San Diego County, San Francisco, and Watsonville). Findings are presented under the following broad headings: (1) progress on changes in service delivery versus systems change; (2) ramifications of Healthy Start, a state grant initiative that encourages school-linked services; (3) approaches to governance; (4) challenges to the process of collaboration; (5) strategies to increase parent involvement; and (6) factors that will promote sustainability. Eighteen professionals from the seven communities provided report information. Overall, the sites have made marked progress toward service integration. Although they have made progress in changing the delivery of services, the communities have generally been thwarted in making system changes. The Healthy Start initiative has provided essential leadership and funds, but has brought some barriers of its own to local initiatives. Three appendixes contain a description of the sites, a list of participants, and the interview questions. (SLD)

ED 364 651 UD 029 637

Moles, Oliver C., Ed.; D'Angelo, Diane, Ed.
Building School-Family Partnerships for Learning: Workshops for Urban Educators.
PUB DATE- Sep 93
NOTE- 379p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Cooperation; Educational Policy; Educational Practices; Elementary Education; Elementary School Students; Ethnic Groups; Family Life; *Family School Relationship; Home Programs; Homework; *Parent Participation; Parent Teacher Cooperation; Racial Differences; School Districts; *Teacher Workshops; Urban Schools; *Urban Teaching

This sourcebook is designed to give urban educators new information and strategies for working with parents of elementary school students through grade 6. Its five workshops explore how family life, school programs, teacher practices, and district policies can help build school-family partnerships for learning. Threaded through these workshops are the key concepts of school and family partnership, home learning activities, home learning environments, and family strengths. Each workshop contains a leader's guide, transparency masters, and a set of handouts to be reproduced for participants. Guidance is provided for a 2-hour version. Workshop topics include: (1) families as learning environments; (2) communications skills and strategies; (3) homework and home learning activities; (4) school programs and practices; and (5) school districts. An appendix presents information on strategies to reach and involve parents, Federal Government programs, different racial and ethnic backgrounds, annotated lists of 18 reading materials and 13 resource organizations, and a participant evaluation form. (SLD)

ED 364 652 UD 029 664

Alves-Zervos, K. L., Ed.; Shafer, J. R., Ed.

Syntheses of Research and Practice: Implications for Achieving Schooling Success for Children at Risk. Publication Series #93-5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 286p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Economically Disadvantaged; *Educational Research; Family Involvement; *High Risk Students; *Inner City; *Learning Problems; Literature Reviews; State of the Art Reviews; Student Improvement; Student Problems; Urban Youth

This six-article document examines the research base that can be used in formulating plans to improve the chances of schooling success for all students. Each article summarizes well-confirmed knowledge in a particular area, giving attention first to the research literature, and then to the tested experiences and practices of leading professionals. The authors include in their reviews estimates of the state of practice in their respective topic areas and then proceed to recommend improvements for effectively linking practice with the state of the art. Papers (1) identify those factors that influence the teaching and learning process; (2) note the wide variety and creativity in children's services coordination to date; (3) present a literature review of models designed to prevent or treat adolescent school failure, truancy, dropout, and other problems; (4) summarize the concept of resilience as it has been advanced in developmental psychopathology; (5) review the outcomes of 55 research studies and program evaluations, including 2 meta-analyses and 1 research synthesis; and (6) examine the role of parent involvement, particularly in early intervention programs, in fostering the academic success of children. Papers and their authors are as follows: (1) "Toward a Knowledge Base for School Learning" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (2) "Structures and Strategies: Toward an Understanding of Alternative Models for Coordinated Children's Services" (Robert L. Crowson and William L. Boyd); (3) "Family Processes, Family Interventions, and Adolescent School Problems: A Critical Review and Analysis" (Ruth Baugher Palmer, Gayle Dakof, and Howard A. Liddle); (4) "Educational Resilience in Inner Cities" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (5) "The Effectiveness of Collaborative School-Linked Services" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); and (6) "Parent Programs: Past, Present, and Future Practices" (Aquiles Iglesias). (GLR)

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(021) Collected Works - Proceedings

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131p. L1 ED 364 073

Actes des 7e Journees de linguistique (March 1993) (Proceedings of the Linguistics Conference (7th, March 1993).
172p. L1 ED 364 089

Adult Learning and Social Change. National Conference on Alternative and External Degree Programs for Adults (13th, Breckenridge, Colorado, October 7-9, 1993).
310p. L1 ED 363 784

Beyond Rhetoric: Assuring a Child's Right to Two Parents. Presentations at the Children's Rights Council National Conference (7th, Bethesda, Maryland, April 28-May 2, 1993).
46p. L1 ED 364 328

Cognitive Approaches to Automated Instruction.
255p. L3 ED 364 197

Culture and Chronic Illness: Raising Children with Disabling Conditions in a Culturally Diverse World. Papers presented at an Invitational Conference (Racine, Wisconsin, June 1992).
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(071) Informational Analyses - ERIC IAPS

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(080) Journal Articles

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(134) Reference Materials - Vocabularies/Classifications

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(140) Reports - General

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(141) Reports - Descriptive

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(022) Collected Works - Serials

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